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Child-Welfare Magazine

*later National
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SEPTEMBER, 1924

No. 1

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Programs for September

"If a thing is worth doing, it is worth doing well," once said a wise man. The serious responsibility resting upon parents and teachers demands more than a surface attention. We have passed the stage in which our programs were planned solely or chiefly with the idea of "getting the parents out" by means of attractive features. We come together now, whether in Parent-Teacher Association, in Mothers' Clubs or in Fathers' Associations, to study actual conditions and the possibilities of improving them in home, school and community.

With the opening of the new school year, then, let us build our programs on lines which shall mark progress. Let us first agree that no speech or discussion is of value to us which is not capable of being related to local needs and interests, no inspiration is worthy of the name which does not result in aspiration and in action. All of our members, whether or not there is to be a local meeting this month, are preparing for our busy season, and all preparation should rest upon a firm foundation of information. Let us study the children who are going to school next Tuesday and consider what kind of home they are going from, what kind of a community awaits them on their return.

The High School Association

1. *The President's Message.*

How Can YOU Help?

2. *Psychic Values in the Home.*

How Are YOU Conserving YOUR Home?

3. *Inviting Motion Picture Censorship.*

How Are YOUR "Movies" Teaching YOUR Children?

4. *Why Blame the School? (Editorial.)*

How Busy Is YOUR Boy or Girl?

Each of these papers contains material enough for a whole program, if one member will read it and several others have been appointed to answer it.

The Grade School or the Mothers' Club

The same topics are recommended, with the addition of Mr. Morgan's stimulating paper and Mrs. Mason's Editorial.

The Pre-School Circle

1. *The Handicapped Child in the Home.*
2. *A Letter to Mothers.*
3. *Get Ready for School.*
4. *Questions for a Mother.*

The President's Message

OUR PLEDGES

WITH the opening of the school year comes the beginning of the "busy season" for our thousands of associations all over this broad land, the turning on of the full power of our great organization, so it may be well to consider some of the special lines along which this force should be sent out, in order that its full effect may be felt.

It is becoming increasingly evident that as we realize more definitely our special functions and opportunities, our legislative activities should be most carefully limited and directed, lest we so scatter our energy that it will produce no visible results. Here, as in many other cases, we are brought face to face with the differences which separate us from other organizations. We have no group of directors or executives who act for the Congress; the states themselves, through their presidents, who constitute the large majority in our Board of Managers, decide our policy, both legislative and educational. That our members should educate themselves to be intelligent voters and should then go out and vote as good citizens, for the best interests of their several communities, we have always strongly maintained, but the consensus of opinion becomes more and more pronounced that we should reserve for *child-welfare legislation* the action of the Congress as a body.

At the St. Paul convention, therefore, we emphasized once more our special interests and pledged to them our support during the coming year:

Peace.—No sudden endorsement of new projects before they have been found to be workable, but rather a steady education toward the abolition of war as a means of settling the differences between nations, a "disarmament of the heart"; and when the right method has been sifted out of the many proposed, then the throwing of all our might behind it to hasten its adoption.

Prohibition.—Not of alcohol alone, but of any infraction of the law. At the conference on Law Enforcement held in Washington last April, our attitude on this point was expressed in these words: The delinquency of parents is an issue far more serious today than that of children. It is not so much enforcement of law in the community or instruction in civics in the schools that we need, as law observance in the home. There are degrees in crime, but there are no degrees in law. It is broken or it is obeyed; there is no middle ground. The father or mother who by precept or example teaches a child that there is such a thing as law evasion is guilty, if not of crime, of that which may and does lead to it. The home in which law is continually taught and faithfully observed, from the youngest to the oldest members of the household, is laying foundation stones on which we may some day hope to build the new America, "One nation indivisible, with liberty and justice for all."

Protection of Children in Industry.—The Child Labor Amendment has been passed by House and Senate, but it must be approved by thirty-six state legislatures before it becomes operative. Here is a clear call to all lovers of children, all believers in their rights to full and free development. Let each State Branch make itself felt with all its force, that this ratification may be made as speedily and as overwhelmingly as possible. We have given you elsewhere in this issue some answers to those whose interests place them in opposition to it.

The Education Bill.—Here again will opposition be encountered, but we must try to keep our vision clear, to weigh advantages against drawbacks and to stand for that which will in the end bring the greatest good to the greatest number. No one who has faced in imagination our army of 5,000,000 illiterates or who has been brought by personal experience to realize the hopeless inequality of opportunity

given to the country child, or has seen large groups of the three hundred thousand high school children who are licensed to teach such a great proportion of our twenty million other children, will be deafened to the appeal of these by the cries of "Federal control! Political appointment!" raised by "the noisy minority." If the people have to speak a little louder in the future, let those of us who have too long kept silence raise our voices, and even the politicians will be forced to listen.

THE CHALLENGE AND OUR ANSWER

So much for our outward relationships. Now let us consider for a moment our pledges as an organization that is striving to strengthen the home forces, to take up the challenge flung to us by that great-spirited journal, *The Woman's Home Companion*, to recognize, and to act on our recognition, that parents are the first and greatest character builders of the world.

Perhaps our greatest task is to see that the forward movement of our army, our advance into the field for this campaign, is not left unsupported by the bulk of our forces. Never has there been such a demand for "Parent-Teacher work" as we hear today; from every state comes the call for instruction and organization, from educators and from citizens alike. But Parent-Teacher work is not merely organization, the union of school and community for school improvement in material things. It is first and foremost the development of a better American child by means of better American parents and teachers, and since the child is threefold in its nature, close behind the visible activities in school and community must be felt the strong support of the home teachers, working faithfully to educate themselves for their unequalled responsibilities and to practice as well as to preach the fundamentals of character.

This side of parent-teacher co-operation requires, first, the making of a home in which the work is to be done. We must not become too busy about "the establishment of adequate courses in home-making in Grade and High Schools"—as we "resolved" at St. Paul—to practice self-culture in the very virtues we wish to see implanted and cultivated in our young people. The most convincing proof of the value of such education in the school is its demonstration as a constructive factor in the home, and many of us may find it even necessary to spend an hour or two a day in actual study, if we hope to pass an honest examination in "housing, sanitation, nutrition, clothing, social conventions and home responsibility."

In this ideal home which we vision, this true "child garden," must be planted these fundamentals of character—truth and justice, obedience and loyalty, honesty, courtesy and reverence, self-reliance and self-control.

MARGARETTA WILLIS REEVE.

IN MEMORIAM

As we go to press, we learn of a great loss which has befallen the National Congress of Parents and Teachers in the death, on August 12th, by automobile accident, of MRS. CORA BUSSEY HILLIS, fifth Vice-President and Director of the Department of Education.

In the words of Dr. Bird T. Baldwin, who has been for many years her co-worker, "Her death is a great loss. She was a woman of rare vision and tireless energy, who had an unusual interest in human welfare. She worked for many years for the establishment of the Iowa Research Station. She constantly helped to outline work which has become of national and international significance. She was one of America's great women."

EXERCISE THAT RESTS

BY C. WARD CRAMPTON, M.D.

National Chairman, Committee on Physical Education, Author of "Physical Exercises for Daily Use"

EXERCISE! Exercise, indeed! I get my exercise with this house. Follow me around for a full day you will have exercise enough with getting the breakfast, washing the dishes, keeping the house tidy, running to the door—then the children's lunch, out to the market and back, then to get dinner ready, and finally the children off to bed. Exercise? When I am tired to death? I guess not! What I want is *rest*."

Yes, you are quite right about that. What you want is rest, but one of the quickest and best ways to get it is through exercise. Not the old kind that tires one out with dumb-bells, Indian clubs and chest weights, but the newly-discovered, scientific, medical, applied exercise that goes straight to the tired, weak spots to rest them, to take out the aches, to build up and strengthen them, to replace the weakness.

It may be news to you, but work and exercise are two very different things. Work tires out the same old muscles in the same old way. Instead of making one stronger it frequently tears down and wears out. Take your day's work for instance. The woman of the house is on her feet most of the time. With a good night's rest behind her or perhaps with some of yesterday's fatigue still aching in her bones, she stands at the table or tubs, walks back and forth, in and out, and during all this time the head that is doing all the thinking is balanced on a small column of bones and is held up only by the muscles of the neck. It is no wonder that these muscles are tired out from their strain. Their constant contraction prevents their nutrition for it hinders the free circulation of blood in the muscles which should refresh them and remove the waste of work. It is no wonder that the back of the neck gets tired and the nerves that run out of the spinal column between the bones and muscles get

strained, pinched and "achy." The head drops to the chest, the body droops and makes a kink in the small of the back and the whole figure slumps into an attitude of weariness. The doctor will tell you that the internal organs also slump—that the liver, stomach and intestines and even the heart and lungs, sag down during the day's work, under the effect of gravity, the ever-reaching fingers of mother earth.

EVE'S OWN REST EXERCISE

The first rest exercise is as old as Adam. Eve used it when she was tired and weary from her task of raising Cain and Abel and keeping things tidy for her hard-working husband.

She was taught this exercise by Mother Nature, who is wise in the ways of raising and caring for God's children, and she teaches this exercise to all of us through instinct, the memory of what was good for our ancestors, the homely, everyday cousin of conscience.

This exercise has been rediscovered by modern science. Its effects have been studied and analyzed, and we have found just what Nature does in her rest exercise, and more than that, we know how to insure our getting the maximum refreshment from doing it just the right way.

When you are weary and tired, especially from work that is sitting down and leaning over, pause a moment and do this:

Place the hands on the shoulders.

Sigh.

Take a full breath.

Put one arm up, the other out.

Twist and feel that impulse to stretch and yawn, a good one.

Now, don't you feel better? Of course you do. That's what the stretch is for. What has happened? Several interesting things. First the neck and back muscles are shortened, squeezed and refreshed—you sit up straighter and feel straighter. The

most important result that 'clever nature gives is the increase in circulation. The stretch lifts the chest, enlarges it. This pulls the blood out of stagnant places and sets it tingling throughout the body. The doctors call it the "aspiration of the thorax." It explains why good vitality and high chests usually go together. On this subject one of the most fascinating chapters on the physiological foundation of good health can be written.

Yes, this is a good, old-fashioned stretch—nothing less, but a little more than the regular stretch that one usually stretches. We have improved it by clenching the hands on the shoulders, and lifting the chest and taking a long breath. This is the natural posture that unlocks the stretch impulse. It is the sub-conscious signal which sets in motion the really complicated series of muscular contractions we call the stretch.

Strangely and curiously are we made. Here is an exercise involving ninety-six muscles that we hardly knew we were using at all, and we didn't know it had any value whatsoever!

Now we have learned what it's for and how to start it and get its values more fully than Nature could unassisted.

Now use it.

Use it when you are weary, especially from sitting-down tasks. Use it when you wish to wake up in the morning and you don't want to get up, and the labor of the day seems more than you can face. It will refresh you. This is the first "exercise that rests." You didn't expect it would be so good and so easy to do, did you? Now for the second.

EXERCISE 2. THE SITTING BACK REST

Double a blanket until it is just wide enough for your shoulders, place this on the floor and lie face down upon it.

Place the palms of the hands flat on the floor, close to the shoulders. Fig. 1.



Fig. 1

Keeping the hands where they were, lift the body upward and backward until you are on your hands and knees. Continue swinging back until you are sitting on the heels, and the hands are just where they were in the beginning—flat on the floor. Fig. 2.



Fig. 2

Let the head hang down and relax.

Keeping the hands on the floor makes for a long, stimulating stretch from the finger tips, all along the back to the base of the spine. The bones that make the spinal column, which have been crushed together during the long day, are now gently and delightfully pulled apart. The wrinkles come out of the back until it feels smooth and sleek like a newly ironed damask table cloth. Fig. 3.



Fig. 3

The internal organs which have slumped down in a heap during the day now slide smoothly back again. The drag on the chest is relieved and a deep, long breath can be taken without an effort. The congestion in the pelvis which invariably results from a long day's work, especially at times when congestion is normal, is relieved and the dull ache across the back of the hips commences to give way to a refreshing ease. Photo No. 1.

Hold this position and get the benefit of the long stretch while you count six, then swing forward and lie down on the face again, using the knees as pivots and keeping the hands exactly where they were before. Rest there momentarily and swing back and try to sit on the heels again.

Repeat this exercise six times, always sitting back long enough to get a good, comfortable stretch from the palms of the hands all the way down the back.

This exercise has many uses in different medical conditions and under the direction of a skillful physician it can do far more to relieve troublesome internal conditions than many gallons of brightly-labeled, patent medicines.

There are as many different and useful exercises as there are useful kinds of medicines and this one should be taken with others that are especially adapted to the individual needs.

As a relief from the fatigue of the day's work it is one of the three best known to medical specialists in the subject. If the tired housewife can get away for only two minutes while the supper is on the stove, she will take the wrinkles not only out of her back but from her disposition and face as well. It will be easier to smile when John comes home with his own load of weariness and care, and easier to lift it off his tired shoulders. Two minutes of "Sitting Back" may make a happy dinner time and this goes far to make a happy family.

Another good resting position which you can use with profit is as follows:

Take your "Sitting Back" position, then put your left arm under you across the chest and reach over to the left so you are resting on your head and left shoulder.

Relax and rest. Fig. 4.



Fig. 4

This will relieve the strain of gravity. The internal organs will slump up instead of slumping down. Congestion in the pelvis will be improved. Kinks in the intestine tend to become straighter and relieve a common factor in constipation, and the fixed spine and back are loosened from strain, and sometimes a stuffy head becomes clear. Some folks have had a marvelous refreshment from this simple rest position. It can do no harm, is sure to do good, perhaps a great deal of good. All it requires is a little time and determination.

Perhaps the kinks won't all come out by mere pulling, stretching and reversal of gravity. It may take something more. Fortunately, there is an exercise which will knead and massage the spinal column, the tired muscles of the back and the internal organs of the abdomen, compressing, stroking, stretching and twisting them until all the tiredness and the used-up tissue are refreshed by a restful body and new, reviving blood. The best exercise for this purpose is one which the author calls

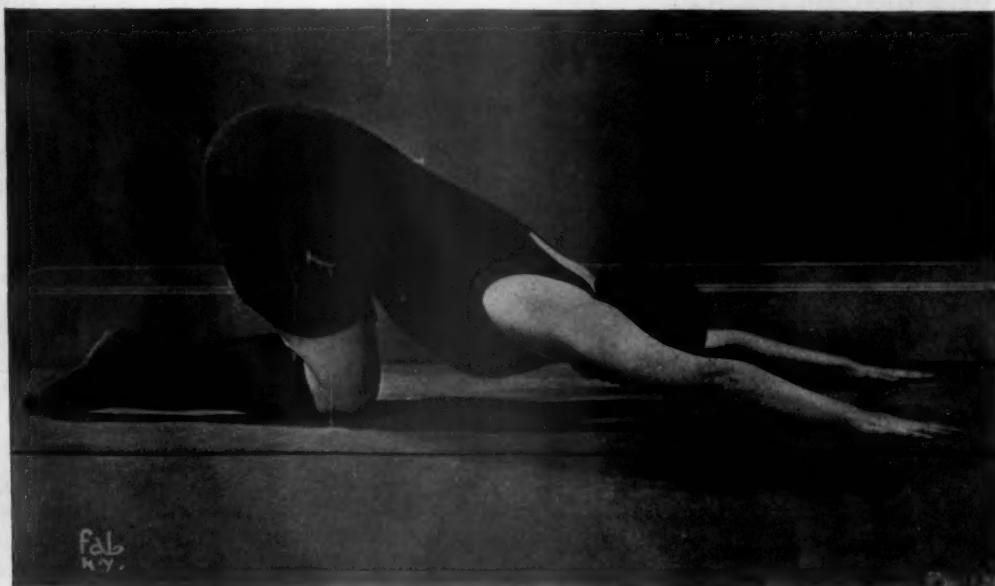


Photo No. 1—Sitting Back

Courtesy of G. P. Putnam's Sons

"THE CAMEL"

It is difficult to learn until one has mastered its two very simple elements which are called after two lesser animals, "The Pussycat," and the "Dog Wag," each of which has value of its own. Together they have as much more effect as the camel is bigger.

For the Pussycat, get on the hands and knees, with the arms straight, then raise the back, arching it as high as possible, just exactly like an angry cat. This stretches the back of the spine and compresses the front. Incidentally the abdominal wall is pulled in and its contents compressed.

Next let the hollow of the back sink down as low as it will go, being careful not to bend the elbows because that does not do any good. This stretches the front part of the spine and compresses the back while the abdominal contents are released from pressure. Photo No. 2.

"THE DOG WAG"

Take the same position on all fours and try to wag the hips just as a dog wags his tail, from left to right. Be careful not to make the hips wag the shoulders. This is just as bad as having the tail wag the dog. The movement should be done slowly, flexing the spine from side to side, with the hips doing all the moving and the shoulders still. This exercises the joints of the lower back (the sacro iliac joints) where so much pain and trouble occur. It also squeezes the right and left side of the spine alternately with relaxation. (Do this ten times.)

When the "Pussycat" and "Dog Wag" have been mastered, it is only necessary to combine them and you will get a rolling, churning muscle exercise of the "Camel." The position is, of course, on the hands and knees. The back is raised and the hips "wagged" to the left. The back is then lowered and the back is then "wagged" to



Photo No. 2—The Pussycat

Courtesy of G. P. Putnam's Sons

Arch the back again vigorously and relax again, up and down, always emphasizing the upward movement until you have thoroughly learned how to do it, then try the next part of the Camel. (Slowly, ten times.)

the right. Raising the back and again wagging the hips to the left, the movement is repeated. This makes the middle portion of the trunk go around in a circle for it is raised, turned to the right, lowered, turned to the left and raised again.

Every bit of the spinal column is kneaded. All of the muscles of the back, sides and front part of the trunk are alternately contracted and relaxed, twisting in and around each other to make the vigorous kneading and massage of the whole body.

The nerves which come out of the spinal cord through the crevices between the spinal bones are equally well massaged by the contracting and stretching of the tissues surrounding them.

In fact, there is no other means by which a strong, flexible, pain-overcoming spinal column can be developed more truly and quickly than by learning and practicing the "Camel."

The manipulation of the chiropractor, which has become so popular, is calculated to relieve the conditions which, by this series of exercise, can be guarded against. It is tired, sagging, weak spines that are never flexed and normally stretched that become fixed and anchored in torturing positions.

Do these exercises when you want to rest. There are two other times of the day when these exercises are especially appropriate. First: On rising in the morning, when the body processes have become sleepy and slow and the joints and muscles may have become slightly stiffened. In

the morning get your STRETCH when you first open your eyes—then a half dozen times for "Sitting Back" (with six counts for each time) and six "Camels" to the right and six "Camels" to the left will take not more than a minute and a half and will add nearly as much vigor to the beginning of the day as the customary cup of coffee.

Of course, there are other exercises which may be added with great profit, but one best "eye opener" for Mother is the "Camel."

The second time of the day that these exercises may best be taken is just before going to sleep at night, when all the day's weariness can be relaxed effectively and the body prepared for a night's repose.

These exercises are the result of many years of research and practice. They are not intended to make big muscles nor will they do what certain other exercises will do, but for the tired woman who does one day's work after another and upon whose often weary shoulders hang the happiness and welfare of her home, the heart of her husband, the hopes of her little ones, these exercises will do great things.

(Yes, Mother, if you must know, these exercises are good for the children and for Dad, too. Maybe the kiddies won't enjoy them! Cats! Dogs!! Camels!!!)

SEPTEMBER

*"If it were so
That two times two were hop-scotch,
And two into eight went fishing,
Or d-o-g spelled "I spy,"
Or geography were a description
Of the earth's swimming holes,
Or grammar were the study of the parts
Of a boat,
How much more gladly would you seek
True wisdom
In the schoolhouse walls.
Or if the young idea were taught to shoot
With a shotgun,
How silently you'd 'Wow!'
When sad September
Shoves you into school."*

LET'S HAVE A PARTY!

BY BONNIE WORLEY WRIGHT

THREE are a great many ways in which parents can meet and become acquainted with their children's teachers, and in which teachers can learn what sort of parents are managing the training of their pupils at the other end of the line. Parent-teacher meetings, visits by the parents to the school and by the teachers to the home, mass meetings for the furtherance of educational work, community projects and public receptions are all good places for parents and teachers to get together and become friends.

The citizens of our town have always tried to make the teachers feel welcome and a part of the community, and for a great many years have given them a reception at the beginning of the school year. Since the forming of our Parent-Teacher Association this organization has given the reception, and has done its best to make the teachers feel that they are appreciated.

This form of entertainment, however, is bound to be of a more or less formal nature, no matter how successful it may be, and therefore had not accomplished all we wished in the way of creating a friendly, neighborly feeling between the children's teachers and their parents. We began to feel that there was a sameness about our entertainments which would defeat our aim in giving them unless we could inject some new life into them.

For this reason we tried last fall to think of something different in the way of an entertainment, something that would do away with the stiffness that usually marks anything that goes under the name of a reception. The first thing we decided was that we would call it a party. The word "party" has in itself a gay, good-timey sound that promises things a reception never could accomplish. And because we were a little late in getting our plans made, we decided to postpone the date just a little longer and make it a Hallowe'en party.

At Hallowe'en time it is especially easy to find features for entertainment, although almost any time of the year furnishes some

special anniversary or holiday that can be made the keynote of an attractive and enjoyable party. Thanksgiving and Christmas parties in the fall and winter, Valentine and patriotic parties after the holidays, April Fool and May Day parties in the spring, are only a few of the events that can be made especially enjoyable. But no date is more popular than Hallowe'en, when fun is in the very air, and fodder, pumpkins and autumn leaves are plentiful for decorating, to say nothing of the activity of the cider mill for the benefit of the refreshment committee.

Everyone was enthusiastic about the new idea, and remarked how much more enjoyable an informal, old fashioned party would be than the usual polite, slow moving reception. Everyone had some idea to offer or a game or a contest to suggest, so that by the time we had talked it over for a day or two our plans were about completed. All that was necessary was to appoint a decorating committee, an entertainment committee and a refreshment committee, and the arrangements almost made themselves.

We had our party in the corridor of our largest building, a wide, cheerful corridor that was easily decorated and made a pretty setting for the entertainment. Great borders of autumn leaves made a colorful frieze around the entire hall, while fodder shocks and pumpkin faces were placed artistically about, and black and yellow crêpe paper covered everything that needed to be hidden. In the middle of one wall a fireplace was made with an electrical effect, for the fire in front of which the ghost story was told.

At one end of the hall was the fortune teller's booth, a seat made inside a fodder shock, in front of which was an iron pot suspended from a tripod with an electrical fire underneath. The fortune teller was one of the most successful features of the party, an old Belgian woman of unusually keen insight and originality, besides so much philosophy that her for-

tunes were remarkably fitting and interesting. Her gray, curly hair and bright black eyes looking from under the red silk handkerchief, and the real emerald and diamond earrings and pin which she brought out for the occasion, made her a very realistic-looking gypsy.

The phonograph was kept playing cheerfully until the crowd had gathered, and then the games and the fun began. The fathers had been particularly urged to come, and the first contest was for fathers only. It was a potato race, in which the men had to travel between two specified points with a potato held on a spoon. The one who reached the goal first with his potato still on his spoon won the prize, which was an especially fine large potato.

The spelling match which followed created much merriment and excitement, and broke up any remaining feeling of stiffness and formality. This is a feature that could be used at any sort of festivity, and is especially fitting at a school party.

Two captains were appointed, each of whom chose twenty-six persons. Each person was given a card about three by four inches on which was printed in large black type one of the letters of the alphabet. When they had been distributed, each captain had on his side twenty-six contestants, each one of whom held a different letter of the alphabet. The two groups were arranged in two rows facing each other and a few feet apart, with the captains in front of their lines. The school superintendent pronounced the words which had been selected, and the contestants who held the letters that spelled the word ran forward and placed themselves in proper order, holding up their cards.

The side which arranged itself correctly first won that point, and the side which won the required number of points first won the honors of the game. Many absurd mistakes were made and much laughter was occasioned, while the two captains capered from one end of the lines to the other endeavoring to call out the proper letters. It was impossible for anyone to maintain any dignity during this performance even

if they had wanted to, and from that time on, noise and jollity reigned.

A raisin-eating contest was another event, for fathers only. Raisins were tied to strings several inches long and the men were required to chew up the string until they got the raisins in their mouths without the help of their hands. A five cent box of raisins was given as a prize for this strongly contested event.

A corn-husking contest was staged in which the one who husked the most ears of corn was given a bag of popcorn as a prize, and the man who found the red ear was allowed to choose a lady, from whom he was promised a kiss. Having chosen her, he was presented by her with a candy kiss.

One very popular part of the entertainment was a materialization room to which groups of the guests were invited. The room was pitch dark and the guests were seated side by side and close together. A very realistic ghost story was told while the main character in it was materialized before the eyes of the listeners, and material evidence of the gruesome tragedy was passed from hand to hand and examined by the awed guests.

When all the games and contests had been exhausted the lights were turned out and the fireplace lighted for the ghost story. The story teller stood in the dark as she talked, and different persons took their places in turn before the fire to illustrate the story as it was told. This made an artistic close for the Hallowe'en program, and then the lights were turned on and the guests were invited to form in line and march past the refreshment tables, on which were piles of fat doughnuts and great bowls of cider. This was followed by a period of moving about and "visiting," and then the party was over.

Both the teachers and the parents were very enthusiastic about our experiment, and felt that it had done more toward creating a friendlier, more informal relationship among them than anything else that had ever been attempted. The teachers have proposed giving the parents a party later in the year, which will be sure to further the feeling of friendliness, and

which will be worth any number of meetings and talks and papers, however interesting and clever they might be.

The idea of such an entertainment as this for a Parent-Teacher Association may be used at any time of the year. All that is necessary is to select games, contests and decorations suitable to the special holiday of the season at which it is given. All public libraries have books of games and entertainments, and nearly everyone, when called upon to think about it, will have some pet contest or stunt that is clever and different.

Giving a party is one of the easiest things in the world when everyone concerned is interested and enthusiastic, and as a means for getting people acquainted and on a friendly basis, it can be made of great value to a Parent-Teacher Organization. The thing most needed by us, both parents and teachers, is to *know* each other. When we really know each other we find that our interests are the same and we fall to working together better, and one of the pleasantest as well as the most effective means of knowing each other is to play together.

A LETTER TO MOTHERS

FROM A FIRST-GRADE TEACHER

DEAR EDITOR.—In looking over an old scrapbook today I found an article written about ten years ago when I was a First-Grade teacher, which I asked the editor of one of our local papers to publish.

It is the kind of thing that mothers ought to know, but which we teachers too often find they do not. Your magazine reaches so many of these folks who wish to be really helpful, that I thought perhaps you might find use for it.

All that was true ten years ago in so far as this article is concerned, is true today, with the possible exception of a slight decrease in the number of pupils per room. Forty or forty-five is usually the limit today.

Very truly yours,

HELEN C. GREMONT.

Dear Mothers of First-Grade Children—

In little more than a week you will be standing by your window waving good-by to some little boy or girl with brightly sparkling eyes and cheeks flushed with excitement, one chubby hand holding tight to big brother's or sister's, while in the other is proudly clasped a red pencil with a rubber on it. Please don't buy one without a rubber! It takes away half the joy of possession.

They are so happy! The big brick building down the street holds such pleasant surprises, such endless possibilities for the babies who are going toward it for the first time!

As you watch the dainty ribbon, looking like a fairy butterfly resting on the bright hair, or the diminutive red cap that covers the small head of his highness, and mark the tiny grown-up air that they have affected as becoming their dignity, you experience a peculiar tug at your heart-strings and a feeling almost of bitter-

ness creeps in that for the first time you must share these little ones' love and respect with a stranger.

But since it must be so, dear mothers, are they ready? By that I do not mean—do they know their letters? Can they count? Indeed, in most cases it is as well that they do not until the proper time comes, which is their first year at school.

My meaning is simply this:

Do they know left from right?

Can they put on their own rubbers?

Are they provided with umbrellas that they can distinguish from others?

Have you marked their wraps plainly in some fashion that they can recognize?

Can they button their coats and sweaters?

By actual measurement and computation according to the State law, our school-rooms should contain thirty-five children, whereas for lack of room they are often made to contain fifty on an average in the primary grades.

Have you mothers ever paused to think what back-breaking, finger-nail splitting work it is to the tired teacher, after all else is done, to fit one-hundred restless feet with overshoes, either because the left shoe has been placed on the right foot and vice versa, or else because the "perfect fit" the shoe dealer sold you is just a half size too small to be put on without assistance?

Next, a word in regard to umbrellas. There seems to be a tendency, inherited or acquired, to purchase for each small child, one with a coiled handle—"so you can carry it on your arm," and to further decorate it with a pink string.

Oh, the first rainy day! The looks of bewilderment and dismay on the little faces is almost pitiful, since nobody knows which umbrella to take from the rack. There they stand, like sentinels, each adorned with that precious bit of twine, and before you know it several dozen crooked handles, pink strings and floods of hot salt tears are mixed up in one glorious tangle which requires much time, patience and petting to unravel.

After a most painful experience to both teacher and pupils, this is settled with perhaps not more than five or six getting the wrong one, and we file to the cloak room for our wraps—mostly, during the mild weather of September and October, the ever useful sweater.

The few coats on the hooks are quickly claimed by their small owners, who decorously return to their seats, and then begins the tussel with the sweaters.

One mother thinks that red sweaters go well with red cheeks and bright eyes and about thirty other mothers think so too. The rest prefer gray ones with red trimmings.

So here is enacted another tragedy, sequel to the umbrella story. Emphatic, tearful denials of owning "that old feller wiv a hole in it," the same tiresome hunt on the part of the teacher to find some mark of distinction, and another attempt to heal the broken hearts, for we must not forget that these are very real sorrows to them.

No conscientious teacher would allow a little child to go out of a warm room without his wraps properly adjusted and his feet protected if it were in her power to prepare each one for leaving, but it is a well-nigh impossible task when there are so many, although we attempt to do this.

I would not for one moment appear to be finding fault with you mothers. Far be it from me to criticise those who are usually the teacher's best friends, nor do I want to seem the least bit unreasonable, but one afternoon in comfortable chairs on your porches will give time enough to mark the wrap, the little hat (especially the boy's), the rubbers and the umbrella, if it *must* have a coiled handle, and will save the over-burdened teacher many, many weary hours.

Five minutes every day from now until school opens, will be sufficient to teach the lesson of left and right with regard to rubbers, and the teacher will indeed rise up and call you blessed.

These things may destroy that clinging dependence upon mother, which has always been so sweet to you, but it is a part of school days, and could you but realize the debt of gratitude that would be ours, you could not fail to give this little bit of co-operation to us who are doing the best we can for your boys and girls in this their first year of school life.

The apex of my civic pride and personal contentment was reached on the bright September morning when I entered the public school. The importance of the day was a hundred times magnified, on account of the years I had waited, the road I had come, and the conscious ambitions I entertained.

Mary Antin.

THE HANDICAPPED CHILD IN THE HOME

BY MINNIE E. HICKS

WILLIAM JOHNSTON, author of the well-known "Limpy" stories, who is himself lame, says, "What happens to you does not make so much difference as what you think of what happens."

The child with a mental or physical defect is often more seriously handicapped through his parents' attitude toward his condition than by the defect itself. Before he is old enough to reason, he hears the pitying "Poor little fellow!" and catches half-whispered, if loving, explanations regarding himself; and, along with the intuitive conceptions of time and space, comes the knowledge that he is somehow different from other little folk. This consciousness of difference is a serious obstacle in the way of his normal development, and no effort is too costly if it keeps from him this weakening, biasing, and wholly unnecessary sense of separation from his kind. Too often the relatives of a handicapped child, anxious to make up to him what he must lose through his defect, express their sympathy by indulging his every whim, neither noticing nor correcting his faults. As he grows older, he fails to assume the small responsibilities that would ordinarily be his, thus entirely missing the valuable lessons of self-reliance and thoughtfulness for others.

But now let us turn to the picture of things as they should be. By an intelligent study of the nature of the child's handicap, and a clear understanding of its demands upon him and upon them, his parents can fit him to take his proper place among his fellows, unashamed and unafraid.

Where the defect is mental, the task of adaptation is, of course, more difficult, and succeeds only in proportion to the degree of mentality that can be developed; but where the trouble is purely physical, wisdom and patience can accomplish wonders.

The basic principle is to emphasize, not the little one's loss, but what is still left

to him. By his family, and, following their lead, by himself, his limitation should be accepted as a matter of course—as something to be reckoned with, but never to be regarded as a ruling force. If over-indulgence is not good for other children, it is no less harmful to the handicapped child; if unselfishness and obedience must be taught them, those lessons are as necessary to him. Indeed, the child who must face life with the odds against him will have need of all the strength, courage, and self-control that careful training can inculcate. Since he must fight with a broken sword, he must have a brave heart and a skilled hand. It is no easy task to make the necessary allowance for the child's infirmity without letting him feel its weight; to show the love that would keep the path smooth for his feet, and yet to guide and discipline him with firmness; to realize the value of what is withheld from him, and yet to throw the energy of that realization into the work of developing to the utmost every power that remains. No, the task is not easy, but it can be done; and, though doctors and special schools can help much, the success of their work is largely determined by the influences that obtain in the child's home life.

I

THE CHILD WITH DEFECTIVE SIGHT

"Your little girl sees light, madam, but that is all—and I can do nothing for her. I am sorry." And the great eye specialist puts six-months-old Ruth gently back into her mother's arms.

Then, with a courage gathered in long days and sleepless nights when thought and prayer and mother-love kept their watch together, the mother held her baby close and answered, "Then we must make her see with her fingers—with her ears—with her soul!"

Perhaps the most important thing about little Ruth's training was that it did not differ essentially from that given to her two sighted sisters, except in that it had to

be given, one may say, at closer range. They were told, "Fold your napkin like this," the action accompanying the words. Ruth received a similar instruction; but, at the same time, her little fingers were directed in the required movements. She was taught to dress herself, and then expected to do it as the others did. When there were pleasures that all three children could not share, Ruth took her turn with her sisters. And always loving mother hands were ready with help where sight was needed, and the child was told of the danger in things she must not attempt.

Certainly, no human being has greater need of all the known varieties of wisdom than has the mother of the child entirely or partially blind. She must never forget that the things that other children learn casually as they run about must be brought under the fingers of the blind child. If he never handles a chicken, how can he know wherein its form differs from that of his pet cat, with whose four paws, soft fur, and up-standing ears his touch is familiar? His sky-line is only an arm's length away from his body. And yet, notwithstanding the constant necessity of accumulating knowledge through the medium of touch, the child must be kept from forming a habit of fingering things—a habit that will grow upon him and become the needless badge of his handicap.

Although these little folk must "see" things by means of tactile impressions, it by no means follows that this fact should be registered in the words used in speaking to or of them.

"Jack," said a mother to her sighted boy, "let Robert feel your new wagon."

A few minutes later the same mother listened to a message over the telephone, and then, unconscious of any inconsistency, answered, "Oh, yes; I see."

There is no difference between the mental perception connoted by the last sentence and the process through which the blind child becomes cognizant of the qualities of objects under his fingers; and, even if there were, in insisting that no distinctive set of phrases be used in addressing him, we only plead again that his nor-

mal relation to life be established and maintained.

A French proverb says in substance that one knows a gentleman by the way he uses his language and his fork. With or without sight, a person must eat and speak as long as he lives, and just so long will he rise or fall in the estimation of others in proportion to his observance of established forms in these respects. If the blind child hears correct English spoken in the home, his chance of speaking correctly is even better than that of his sighted brothers; he retains impressions received through the ear, and he is not so constantly hearing the careless speech of the street.

But the matter of table etiquette presents a more complicated problem. No hungry boy wants to stop to break his bread, sip his milk, or, in fact, to do anything but eat in the manner of his cave-dwelling ancestors; but the child with sight can often be directed by a look or a gesture, and the process is much simpler for him than for the child whose hand must be guided again and again through every movement. Yet no discouragement at his slow progress toward skill, no mistaken sympathy should stand in the way of his training in this important particular. In learning to eat properly, the child not only conforms to the demands of society, but also gains valuable muscular control through the manipulation of knife, fork, and spoon. One grandmother who insisted upon feeding her grandchild until she was eight years old, will never understand why, at twice that age, Flora cannot use her hands as other blind girls can. No subsequent training has been able to supply what the baby hands missed during those first eight years.

Every normal child comes into the world ready to learn. With him everything is taken for granted. If he must find the top of his stocking with his fingers instead of with his eyes, he knows nothing unusual in the requirement. The fact that much time and patience are needed to direct his baby hands constitutes his mother's problem, not his. The saving grace of the situation is that he is not conscious

that there is any problem at all. He must realize it some time; but if, before that time comes, he has formed habits of mental and physical self-reliance, if he recognizes his obligation to society, if he looks at life sanely and without prejudice, then he will be, in himself, the solution to his problem.

The impressions of the child who must see the world through the eyes of others are necessarily biased by the viewpoint of those who see for him. Especially is this chameleon quality of judgment evidenced in his estimate of himself. If, in his hearing, his family exclaim in wondering admiration over his achievements—things that any ordinary child should do—he soon shares with them the opinion that he is a prodigy. If, on the other hand, he frequently hears them say, "Of course, he can't do that," he never doubts the family's appraisement of his ability, or dreams that he can do anything. It is hard to say which of the two attitudes of mind is the more fatal to success. Let the child once learn to expect others to give up to him because of his handicap, let him look for benefits to come without effort on his own part, and you sow the seeds of a distorted code that later may camouflage beggary by a few pencils or a tray of candy.

Miss J—, who, with only three per cent sight, has been able to earn a good living, and who, through church and social work, has been of great service to those about her, attributes a large measure of her success to the helpful and wholesome attitude of her family. They have never forced her into any undertaking through an exaggerated idea of her ability; yet they stand ready with eyes and hands and hearts to help in any piece of work she may attempt. They depend upon her in matters where her well-balanced judgment and superior education are needed, and so the family relation is based upon mutual respect and appreciation.

At six, the child with defective sight is as ready for his Braille as the child with sight is for his printed books, and he approaches it with no sense of strangeness.

"Oh, Charlie," said the writer to a big fifteen-year-old boy who was working

hard to "catch up" to the second grade, "why didn't you come to school sooner?"

"Well," answered Charlie, "you see my mother was kind of 'tached to me, and she didn't want to send me."

In spite of his best efforts to make up those nine wasted years, Charlie, at 21 years, is working with boys of 13 and 14.

It is often hard for the parents of a child with partial sight to reconcile themselves to the idea of his getting his education through touch, and yet that is the surest means of safeguarding his precious bit of vision. If he is sent to the ordinary schools, he not only risks entire loss of sight through over-strain of organs, already weak, but he works against a constant and debilitating sense of inability to compete with his classmates. Blackboards and maps are beyond his range of vision; some print is too fine for him to read at all, and some he reads only slowly and with difficulty. Ambition has little place in such a program, and too often the student drops out of school at an early age, leaving behind him a record by no means indicative of his real ability. Only an oculist can decide how much the child can safely use his eyes. If he advises against the constant and protracted use of sight required of the student of printed books, then no sensitiveness or false sentiment should prevent the child's parents from enrolling him at once in a special class or school for the blind. Every state has a school for its blind children, and in some of the larger cities there are special "sight-conservation classes" in connection with the regular public schools. In either case, the child is educated without expense to his parents. If he lives in a city where special classes for the blind are available, he can attend them and still be at home; but if not, he must go to the School for the Blind of his native state. In the latter, he will move naturally through the usual stages of literary knowledge; he will receive thorough training in music; he will benefit by carefully-arranged athletic work and well-planned recreation; and with all this, he will have at least the rudiments of vocational training.

MADE OVERS FOR CHILDREN

BY NANCY M. B. NILSSON

EDITOR'S NOTE.—This demonstration was delivered before the Parent-Teacher Association of the Bancroft School of Sioux Falls, South Dakota, on October 19, 1923, by Mrs. Nilsson, with her little two-year-old daughter, Barbara Winogene, for her model. It was followed with breathless interest by nearly a hundred women, and the editor was so impressed with the practical value of such a meeting that she requested Mrs. Nilsson to put the delightfully informal talk into an article for the benefit of the readers of CHILD-WELFARE MAGAZINE. This demonstration was followed by one of boys' suits and one of clothing for high school girls, based on the same principle of "Use What You Have." Simple patterns like those illustrated may be purchased from any of the large pattern publishers.—M. W. R.

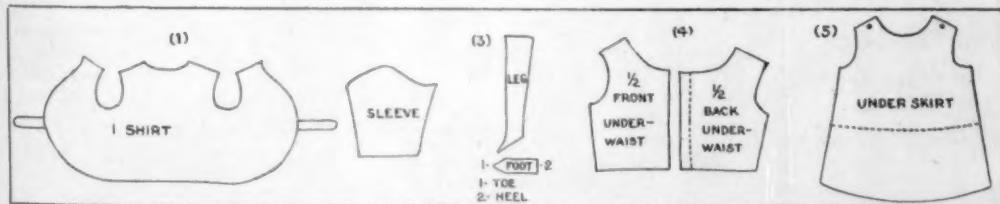
WHEN the spring and fall days come, we must look to the clothing of our children. First look into your own wardrobe. See what garments you no longer can wear and remodel them for your children. Don't hurry to the stores to buy new clothing until you have exhausted your own supply. Possibly the garment will not wear all the season, but may wear until the colder weather comes.

I shall endeavor to show you that a child can be very comfortably and entirely clothed from made-over garments.

First, we find the arms and legs of daddy's woolen underwear are quite good, also the back and the chest; from these pieces we can easily get a shirt, using the Rubens pattern. (Fig. No. 1.) I consider this best because of its simplicity. It has double fronts, which protect the chest and abdomen; and a simple fastening, just a little band, inserted through a slit under one arm and fastened in the back with a safety pin. Crochet the single stitch around the neck over a draw-string; in the back crochet four stitches through the tape, this prevents the tape from ever pulling out when mother is in a hurry. Also crochet around the sleeve ends and outer edge of shirt for a neat finish. I always save all odds and ends of nice soft yarns for just this use, thus keeping down the cost of the garment.

Next come the drawers made by this simple pattern. (Fig. No. 2.) Usually the underwear sleeves or legs can be used with a little pieced on length and width. Always open seams and stitch flat. Adjust waist bands, cut bands one inch longer than required and turn back, making a firmer foundation for the buttonhole. This must be stitched around first; then cut the hole and overcast it; this all strengthens the hole and prevents its tearing out or stretching. The buttonholes in the ends of the bands must run lengthwise; those in the middle run up and down, because the strength of the buttonhole depends on the way it is cut.

Now come stockings, which can be made from the legs of older children's, or the child's own stockings refooted. (Fig. No. 3.) Cut off the worn foot slant-wise. For the foot use the woolen tops of Daddy's hose; one leg makes the two feet by folding it double; for the heel round upward from the bottom fold; for the toe use opposite end and curve to a point about two inches long. Now cut through the upper fold. Stitch heel and toe curves. Match heel of foot with back of leg at the beginning of the slant and match point of the leg to seam in upper side of toe part. Always save the woolen legs. They make nice feet for the cotton legs which one generally has at the end of the summer. Little



people as well as grown people may have warm feet by having woolen soles.

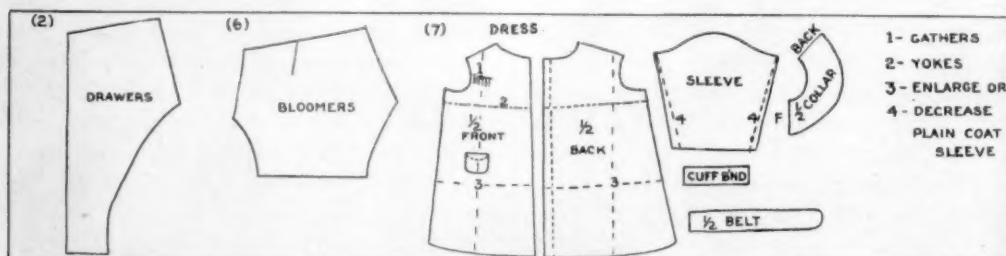
Baby must have a waist on to which the drawers and bloomers may be buttoned. From the bottom of the leg of brother's old outing flannel pajamas, we can easily make one. (Fig. No. 4.) Leave the hem of the pajamas in to save hemming the waist; either face or bind the neck and armholes, make buttonholes crosswise of the hem in the back. Sew two rows of buttons on bottom for drawers and bloomers. Also fasten hose supporter rings on the sides below the buttons for the supporters. The little supporters can quickly be made from the fasteners of sister's old supporters—by attaching them to a piece of new elastic, which has been cut the desired length.

For colder weather baby needs more warmth around its body, and from brother's old wool khaki shirt, a warm little petticoat (Fig. 5) can easily be made from the shirt flaps. Perhaps it may have to be pieced because some badly worn part must be cut away. But fell the seams, or easier yet, just overcast them. With colored mercerized crochet cotton (red looks well on khaki) crochet the single stitch around neck and armholes and bottom. Put snaps or buttons and buttonholes on shoulders for closing, don't fall back on safety pins; they are all right for some fastenings but wherever snaps or buttons can be used don't use pins. To lengthen or shorten, add or decrease about on the dotted lines.

Now that our little tot is well clothed in under garments, proceed to find a simple little bloomer dress. (Figs. 6 and 7.) From cousin's old dark red mohair, we make a pretty little garment, and little pants with bands on the legs, or the leg

may be hemmed and rubber inserted in the hem. This little garment is put on next, after the underwaist. Clean-looking bloomers can be made from brother's plain cotton shirt flaps. These are nice because they are easily laundered and more sanitary than the woolen ones; then, too, they look well, worn with little wash dresses. The little dress to go with these little pants or bloomers is another simple, easy-to-make garment. The sleeves may be full at the wrist, and stitched into a band. The neck is finished plain, or with a collar. The pocket is made, and basted or pinned on in place, then on the wrong side of the dress, back of the place for the pocket put a small piece of cloth, and stitch a triangle or oblong at the pocket corner, through pocket, dress and piece, to prevent tearing at corner. The belt when finished is stitched just below the placket in the back; then it is always with the dress, and no time is lost when in a hurry to dress the little one. Fasten with snaps or buttons. This plain little pattern can be adjusted for yokes, gathers, pleats, etc., long waist or any desired style. To enlarge or decrease, cut through our pattern on the dotted lines and add or decrease there. Most mothers make the sad mistake of choosing too fussy a pattern. Always select a pattern you *know* you can put together, so it will look attractive when finished.

To keep the little dress clean, free from dust, etc., a neat plain little apron is made from Daddy's old shirt. (Fig. No. 8.) The straps cross in the back and button on the shoulders. Sew pockets on with little pieces underneath and finish with bias strips, cut from the sleeves of the shirt. Never buy new finishing braids for these



old materials. Very tasty trimmings can be made from the same materials.

Now that the little one is comfortably dressed for inside wear, we must look still further, to its comforts for out-of-doors wear. To keep the little garments dry from the snow, a cozy garment is found by making tights from heavy stocking legs. (Fig. No. 9.) Slit the leg open down about half way, the desired length for the crotch. Then from the top of Daddy's woolen hose, the ribbed section, cut a square about five inches. Use two thicknesses for this square as it forms the seat, which needs to be strong. Then stitch the corner of the square into the bottom of the slit in the leg, up to the end of the square. When this is stitched on each leg, sew on up to the top of the leg. Open each seam and stitch flat. With yarn or mercerized cotton, crochet a beading around the top. By crocheting three stitches, then inserting hook into the material with a treble stitch and repeating, a neat beading is made. Insert a narrow tape elastic, and the little one has as nice a pair of warm tights as can be found for the time and money expended.

For a coat, baby's sleeping bag, (one with hood attached) was used. Here again the little plain dress pattern was utilized. Cut the fronts wider. Make the pockets, and stitch as before stated, before the lining is put in. In the middle of the back lay an inverted pleat—this gives all the extra fullness needed—stitch together and hem. For plain coat sleeves cut off extra fullness (Fig. No. 7, sleeve No. 4) on the sides and cut the lining the same. Stitch together and turn back inside, making a finishing to the sleeve bottom all in one seam. Make the lining of the coat from

the bag lining. Sew it separately, hem the bottom, and slip into outside, and stitch along the fronts. The neck is finished by a collar, stitched into place with a bias strip. Make a long straight belt, attach in back, and fasten in front with button and buttonholes.

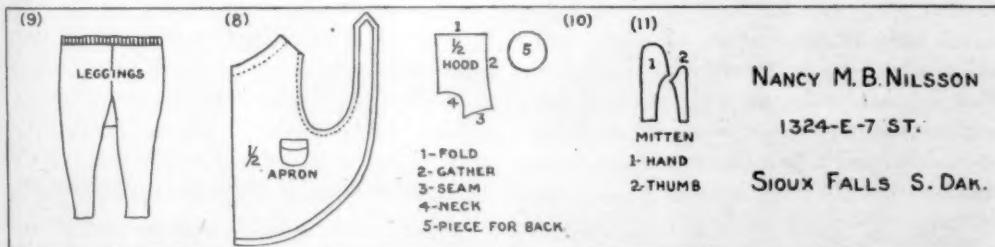
From the same material make hood from plain Baby Stuart pattern. (Fig. No. 10.) The back is gathered and adjusted to the circle of cloth. Stitch neck seam together. Make a separate lining and stitch with seams together. Crochet a simple little edge around the outside and fasten ribbon ties.

This sleeping bag was white eiderdown material, and by frequent washings became yellow. I gave it a bath with Putman Dyes, a good Cardinal Red. This improved the looks of the garment very much.

The little hands are easily protected from the cold by making mittens from Daddy's woolen hose tops. (Fig. No. 11.) The back of the hand and also thumb piece are laid on the fold of the hose. Stitch together the curve over the ends of hand and thumb pieces. Unite thumb seams with hand seams and stitch to wrist. Fasten mittens together with a tape, shoestring or crochet a cord to prevent loss. Slip them through the little coat sleeves and the little mittens are always ready.

The small neck needs to be kept warm, and from Grandma's old knit shoulder shawl unravelled, and crocheted, with treble stitches, a scarf, thirty stitches wide, and one and a quarter yards long can be made.

The little tot is very comfortably clothed for winter, and best of all, every garment is made over from something which was of no use as it was.



MENTAL HYGIENE: ONE ASPECT OF EDUCATION FOR PARENTHOOD *

BY ALMA L. BINZEL

PART I

THIS audience, in its very composition, is already informed upon, sympathetic with, and active in the movement of education for parenthood.

Ph.D. theses on "The Fatty Tissues in the Wings of Insects" and similar problems are now being recognized as functionless in the presence of creatures whose *wings* will be taken care of by the Heavenly Parent but whose *legs* must have the attention of earthly mothers and fathers if they are to be shapely and sturdy transporters of their owners during life on this planet.

The CHILD-WELFARE MAGAZINE and the many other activities of the National Congress of Parents and Teachers, are bearing witness daily to the conviction that parents, like nurses, teachers, doctors, lawyers and preachers, farmers, bankers, hotel managers, plumbers, beauty specialists and barbers, the skilled in any other professional or vocational field, are *made* so and not *born* so. For parents, the making process is one of education specifically directed towards the various healths that every child is capable of achieving.

These healths are at least two: Physical and mental, or they are six if analyzed more closely: biological, physiological, psychological, social-moral, economic and spiritual. They are, of course, inter-related, yet within limits they are also independent.

To most people paralyses which interfere with, or entirely prevent, walking seem matters of physical ill-health. And it is true that many afflicted with paralysis have lesions (actual destruction of nerve cell, fibre or tissue in the brain, spinal cord or beyond), that make the proper muscular contractions and expansions of walking impossible. Such paralyses are organic in nature.

Not such was the case of an eleven-year-old girl in one of the mid-western hospitals two years ago. She was brought in from a rural community; her mother accompanied her. The doctor could find absolutely nothing that pointed to organic, physiological causes for the sudden inability to walk.

A nurse whose graduate course had been in psychiatry was put on the case to discover, if possible, whether a mental, that is a psychical, disorder was the cause of a functional paralysis.

Her first discovery was that the child had an over-solicitous mother, one whose devotion had been so sympathetic that the child's attitude was one of babyish dependence on her. Fortunately the mother responded to the suggestion that she separate herself from the child for a time. In other words, she went home; the psychiatric nurse won the confidence of the child, who talked more and more freely concerning her life, revealing finally that she hated her teacher and wished never to have to go to school again! Her often-wished wish found a way of fulfilling itself through a paralysis which kept her not only away from school, but in bed. The nerve cells, fibres, and tissues of brain, spinal cord and beyond, to and from the muscles were physically whole and healthy, but they were stopped from acting properly because of ideas and feelings and wishes that were unhealthy. Treatment was directed to these and the functional paralysis was cured.

The hospital records of the recent war bear much grim evidence to the fact that blindness, deafness, paralysis and many other forms of physical incapacity have mental conflicts as their causes; hence treatment must be directed toward ideas, feelings, and desires, if cures are to be effected.

* Address delivered at the Twenty-eighth Annual Convention of the National Congress of Parents and Teachers, St. Paul, Minn., May 6, 1924.

Glasses, ear-phones, massage, medicine for the body do not touch the roots of these difficulties.

The same distinction between physical, that is organic disorder, and mental, that is functional disorder, is clearly recognized today in dealing with cases of defective speech. A tied-tongue, badly developed jaws with teeth that meet improperly, cleft palate and injured speech centers in the brain, are among the organic causes of imperfect and arrested speech.

In contrast to these, stammering and stuttering, and even complete absence of speech may occur where the speaking apparatus is perfect in structure. Let me cite cases of absence of speech.

In a certain New York state city there dwells a woman now forty-eight years old, who has not spoken in forty-two years. Up to the time she was six years old she chatted freely as normal children should. But one day her prattling proved the one thing too much for a tired, overwrought grandmother. An impatient threat, the exact nature of which has never been revealed to me, silenced the six-year-old's tongue. She learned to read to herself and to communicate with others through writing; her grandmother's "If you don't stop talking I'll . . ." brought on a functional disturbance which inhibited vocal utterances.

From another city in the same state a troubled mother wrote me of a partial inhibition of speech which she had unwittingly produced in her family. The youngest daughter had been given a special promotion from the second to the third grade. In her own solicitous pride at this opportunity of advancing more rapidly through school, the mother had said, "You know in the third grade the children do not talk as they did in the second." The child, in an unusually suggestible condition probably because of this special promotion, took the mother's statement literally and never spoke aloud in the third grade. The teacher and mother had tried all sorts of explanations, rewards, approvals, but without avail. At home she talked as of yore; at school she continued silent. Her speaking apparatus was intact; her ideas, feel-

ings, desires relating to third grade behavior made its functioning impossible in school.

One needs but to visit the speech corrective classes in modern school systems to see how the approach to elimination of stammering and stuttering is made through correction of faulty habits of thinking, feeling and wishing.

The same holds true of the treatment of children, young or old, who are failing in scholarship. Take the case of a ten-year-old boy, whose initials G. O. suggest that he was christened George, so I'll call him by that name. In April, 1918, he was a repeater in the third grade. The charges against him were that he stared into space for ten or fifteen minutes at a time; that he never knew the place in the oral reading recitations; that the teacher's ridicule and criticism caused tears and threats of never coming to school again—instead of improvement.

Fortunately his principal knew what a psychiatrist is and what mental hygiene clinics are and advised the mother to take her son for examination. The examination revealed excessive day-dreaming as an escape from realities which annoyed him at home and at school and on the playground. The treatment given involved: 1st, explaining to boy, teachers, and mother the mechanism of day dreaming as an unhealthy way of escaping normal and necessary tasks and relationships; 2d, immediate promotion to the fourth grade, where the work would be difficult enough to challenge his intellectual capacity to its utmost; 3d, the provision at school of concrete things to do, such as working at the board, running errands, engaging in industrial arts; 4th, additional provision at home of tools, skates, and other incentives away from adventures limited to the world of imagination.

In December, 1919, a little more than a year after he had been reported as a failing repeater, George returned to the clinic for re-examination. This time there were no charges against him; the records showed that having finished the fourth grade work satisfactorily in June he had entered the

fifth grade in September, where he was counted a successful, ambitious student with initiative; that he played with the fellows at school and at home; that he was making good social contacts with boys through Boy Scout and gymnasium activities. Moreover the marriage of his widowed mother to a widower with an only son had improved the financial status so that the mother became again the maker of normal home life for the growing boy.

But mental ill-health may express itself in still other mal-adjustments. The social worker of a middle-west state was assigned for some talks on sex education to a certain town in which the high school group was being regaled (from some unknown source), with unwholesome sex ideas. The morning talks to the pupils were followed by an afternoon one to the parents. This one, of course, brought out only mothers. (When we cease to treat children as half-orphans we will either arrange meetings at times convenient for fathers or we will utilize the now almost universal men's noon-day luncheon meetings for the repetition of talks on mental hygiene and allied matters of importance to men as fathers of children, jointly responsible with mothers for them.)

The parents' meeting over, a mother addressed herself thus to the social worker: "Had I known what you were to discuss I would have kept my daughter away from assembly this morning." Time did not permit an attempt at the re-education of this mother for which her own faulty schooling had created a need; the social worker had to make her train. Having purchased her ticket she was ready to board it when a young girl came directly to her saying: "You were talking about me this morning,

weren't you?" To this the social worker could and did truthfully reply, "I did not know about whom I was talking; I only knew that some young people were making mistakes because of ignorance of some of the normal facts of life. My only hope was to help them to an understanding of these in relation to themselves and their associates."

Then the girl completed the confession for which she had come to the station. "I want you to know that I did do the talking, but I have never done the things I talked about. I have never been out with a boy anywhere. I have no boy friends. For a while I had no girl friends either. You see I can't dance, or play the piano, or entertain or make fudge or serve simple refreshments, so the girls left me out of their affairs. But I knew about sex and I began to tell first one girl, then another. They were interested and soon I belonged; came and went with them."

The social worker spent the night in that town; talked again to the high school students, sought out the mother who was resistant to the idea of sex education, and planned with her more wholesome ways of having her daughter win a place in the social life of her school. The girl's motive was so normal and her desire so natural; her technique was unfortunate only because in the schemes of education which produced her mother and father and which was producing her, the four main stages of the developing love-life of human beings were still being ignored, still being barred from frank recognition, forcing this girl and others to the perverted notions of sex life that can be gleaned from other unfortunately informed persons, sensational movies, fiction, and the newspaper accounts of the tragedies of today.—(Continued.)

The world, indeed, moves under the impulses of youth to realize the ideals of youth. It has youth for its beginning and youth for its end; for youth is alive, and progress is but the movement of life to attain fuller, higher and more vivid life.—Edwin Percy Whipple.

INVITING MOTION PICTURE CENSORSHIP

BY CHARLES A. MCMAHON

Editor National Catholic Welfare Journal

ANEW evil threatens in the field of motion pictures. It is the evil of the filmed sex novel. In the old days it was the vampire type of screen offering. Now it is the flapper sex-film, the triangle photoplay and other varieties of sensational pictures based upon the prevalent type of objectionable fiction. The mad rush of certain motion picture producers to corral the output of such writers as Elinor Glyn, Gertrude Atherton, Warner Fabian, Joseph Hergesheimer, and others, and the presentation in movie form of the sensational themes of their novels is rapidly precipitating a new crisis in the attitude of the public towards the motion picture. A box office appeal for motion picture patronage of the screen adaptations of these books—an appeal promoted by dishonest, misleading and highly sensational advertising—is not the least offensive feature in connection with this whole nasty situation. That this reversal of policy on the part of certain motion picture producers is fraught with grave dangers to the whole industry is acknowledged by those who have closely observed the screen output during the past few months. That the public is beginning seriously to question the integrity of purpose of those manufacturers who some time ago promised the public a clean motion picture product cannot be longer doubted.

The motion picture industry, or at least that part represented by some two dozen or more companies comprising the National Association of Motion Picture Producers and Distributors, Inc., is solemnly on record in the incorporated aims of the association mentioned that its members will strive "to establish and maintain the highest possible moral and artistic standards in motion picture production" and "develop the educational as well as the entertainment value and general usefulness of motion pictures." This pledge was officially transmitted less than two years ago by Will H. Hays, president of the associa-

tion named and speaking for the motion picture industry to the representatives of one hundred or more national, civic, religious, social and welfare organizations, at a meeting called for the purpose of establishing by means of a Committee on Public Relations, a channel of intercommunication between the producers of motion pictures and the patrons of the same. Notwithstanding this pledge, last season witnessed a number of flagrant violations on the part of members of this association. This season has witnessed an even greater number of violations. These cannot be named herein, as the mere mention of their titles would serve only to advertise the pictures and perhaps send additional numbers of morbid-minded, thrill-seeking patrons to the theaters exhibiting them.

In the case, however, of more than one such picture of the type mentioned, due in part to the censorship requirements of certain states, it has been found that the product exhibited was in no manner as "snappy" as the sensational posters and advertising had indicated. Except for a general "lowbrow" appeal and a certain insidiousness to which ordinary censorship procedure could not be made to apply, the films themselves, while far from innocuous, were as lacking in the anticipated "kick" as legalized beverages under the Volstead Act. In the case of this type of picture, producers and exhibitors rely entirely upon sensational exploitation—lurid posters, highly suggestive drawings, curiosity stimulating catch-lines, and in nearly every instance the advertising of compromising situations or some form of nudity—to attract the filth seeker as well as the inquisitively unsophisticated. In other words, to use familiar film phraseology, the posters and other advertising were used to induce the people to pay their good money at the box office. Once in the theater, it did not take the average movie fan long to see through the deceit which had been prac-

tised upon him. Notwithstanding this experience a large percentage of motion picture patrons never seem to learn that they are being continually imposed upon by motion picture producers and exhibitors who put out advertising bait of this character.

There are, however, discriminating patrons of the screen who resent such methods. Recently in San Francisco one of the daily papers there received more than twenty cancellations of subscriptions as a protest by self-respecting readers following the publication of advertising carried in its columns exploiting a certain obnoxious film. The advertisement utilized a drawing and carried lines calling attention to scenes in the picture depicting roadhouse orgies staged by society buds and college youths. The film was supposed to show the effects of the present jazz music upon the younger generation. The picture, while of low moral tone, was not nearly as bad as indicated by the advertisement and was dropped by the paper following the receipt of the cancellations mentioned.

Such production and exhibition tactics serve to supply the advocates of legalized censorship and other forms of restrictive legislation with the very ammunition they are looking for. The patient and long-suffering public cannot under such provocation be expected to continue its traditional passiveness. Even those who have sympathetically regarded the problems of motion picture production and have advocated a constructive policy of motion picture reform, are beginning to lose heart. Many, while regretting being compelled to advocate such a policy, may, in pure self-defense, be compelled to resort to drastic legislation as the only remedy. If the "inoffensive affirmative censorship," advocated by the *Christian Science Monitor*, proves ineffectve and inefficient, the public may be relied upon to find an effective cure.

The decent, self-respecting people of this country—and their percentage of the population is not as small as some producers would have it—will not much longer tolerate the selfish commercialism which has prompted certain film manufacturers to

regard their incorporated standard of production ethics as "a mere scrap of paper." This element of the public can get along without the lurid sex novel and the sensational sex movie.

President Will H. Hays, of the producers' organization, has told his employers that the prevalent sex novel has no place on the screen. He has in unequivocal terms stated his personal opposition to the policy which brings it there. Will the producers heed Mr. Hays' warning and measure up to their responsibilities to the public or will they have to be clubbed into respectability through the invocation of the big-stick method of legalized reform which all constructively thinking Americans heartily dislike?

This writer would be the last man to wish the future of the motion picture hampered by unreasonable regulations and restrictions. On the other hand, to see the American people continually imposed upon by motion picture producers and exhibitors actuated only by a selfish commercialism is a thing which no self-respecting and public-spirited person can tolerate or condone. The future of the motion picture industry is in the hands of the industry itself. If those who are responsible for its policy and product recognize their responsibility to the American public and measure up to it, the exceptional possibilities of the motion picture as an instrument of education, entertainment, and even of art, may be speedily realized and its development go forward unhampered. If the industry fails in this responsibility, the force of enlightened public opinion will supply the remedy necessary to correct the moral lapse to which this article especially refers or any others of which the industry may be guilty. In other words, to the extent that it needs reform public opinion may be depended upon to reform the motion picture and the people responsible for it.

The screen has tremendous possibilities as a useful medium, as an instrument of education and entertainment. It has, on the other hand, equal possibilities for evil in weakening or destroying the moral fiber

of the youth of this and other countries. In this latter connection, the filmed sex novel is, in the opinion of a great many observers, more than offsetting the positive preachments delivered from all the pulpits in the land. The fact that 50,000,000 people are found in the motion picture theaters in the United States every week becomes a matter of serious concern when one stops to speculate upon the benefits or evils resulting from such attendance.

What, then, is the public's duty in the circumstances? First of all, fathers and mothers should see that their children do not attend "movieized" exhibitions of the sex novel. Further than that, parents themselves should not patronize such showings. Religious, civic, educational and welfare organizations should organize community sentiment in protest to manufacturers and exhibitors of such pictures. Scrutiny of newspaper and other advertising of off-color photoplays is another duty of the public. The San Francisco incident illus-

trates an effective method of procedure in such cases. Objectionable poster or billboard advertising should be reported to police authorities. If any community will, through its representative organizations, serve notice upon local theater managers that it does not desire the lurid sex movie and follow up such notification by withholding its patronage whenever such pictures are booked, the sex photoplays, as far as their particular locality is concerned, will soon cease to be a menace. Censorship via the box office is the surest and quickest way of curing the situation. If, however, the public is indifferent or negligent, legalized censorship may prove to be the only remedy. The whole difficulty could be cleared up, however, if the producers would live up to their pledged word by putting their standard of production ethics into practice. It would be better for them to do that voluntarily before being compelled to do so by a disillusioned and angry public.

WHAT TO SEE

FILMS marked "J" are especially suitable for juveniles, though of interest to all the family. Those marked "A" are recommended for adults only. All others are suitable for family entertainments. Films marked * are notably fine. "H" denotes films for those from High School age up—not of interest to children.

If we who are members of our organization do not patronize the good films, then we are directly to blame for their failure, and the exhibitor and the producer are justified when they judge from crowded houses at "Flaming Youth" and "Three Weeks" that they "are giving the public what it wants." During a recent state convention in a large city, our organization made a strong attack on films of the type mentioned, while a theatre was showing "Three Weeks" to capacity houses, and "Boy o' Mine" was losing money for its exhibitor in that community. We need positive as well as negative action if we *really* want Better Films.—*M. W. R.*

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|--|---------------------------------------|
| J. Daddies. | A. The Hill Billy. |
| J. Little Robinson Crusoe (Jackie Coogan). | H. The Signal Tower. |
| H. The Fighting Coward. | Not One to Spare. |
| H. Wanderers of the Wasteland (Technicolor). | The Confidence-Man (Thomas Meighan). |
| H. The Turmoil. | * The Sea Hawk. |
| H. The Code of the Sea. | Hold Your Breath (Christie Comedy). |
| H. Beau Brummel (John Barrymore). | The Reckless Age (Reginald Denny). |
| H. The Bedroom Window. | Sherlock Holmes, Jr. (Buster Keaton). |
| A. The Breaking Point. | H. The Legend of Hollywood. |

GET READY FOR SCHOOL!

BY ANGELO PATRI

THE little children are looking forward to going to school for the first time this fall. The lucky ones will go to kindergarten, and those not quite so happily placed will enter the baby class. Are they ready? It is very hard to go to school for the first time under the best conditions. It is painful to go under the worst.

I think the worst thing that can happen to a child is to be sent to school without preparation mentally and physically. The first day in school is very often the most important day in the whole school career. All that comes after that day is built upon it, colored by it, interpreted by it.

The child's mind is wide open and intensely active. Every sound and sight is recorded indelibly. The dress and the face and the voice of the teacher; the smell of the polished wood and the freshly sharpened cedar pencils; the strangeness of this new world where you walk and stand and sit under the law; the indistinct mass of children, blurred but weighty on the sense of the stranger; all become part and substance of school forever. It's the greatest experience the youngster has ever had. Have you helped him get ready?

I don't mean have you taught him to read and write and say his tables. That is not proper preparation for school at all. All of it may be delayed for a long time yet without hurting him at all. But have you cultivated his senses? Can he see and hear and feel? Can he talk for himself? Does he know his full name and address and telephone call? Have you ever taken him to school and let him watch the chil-

dren at work and at play, so that the shock of the newness may be a little worn down? Has he seen the teachers and discovered that they are kindly, gentle folk who like little children? All that helps tremendously.

And about his body. Is he up to weight for his height? Are his teeth cleaned and mended where they have been broken? Are his nose and throat free from obstruction? He will need all the fresh air he can get, and, unless nose and throat are clean, he is going to be starved for oxygen, which means that, as far as he is concerned, the lessons need not be given. He can't get them.

If the law calls for vaccination, has he been vaccinated? It is cruel to add that ordeal to the first hard days. A sore arm is a very great handicap on a small body trying to acquit himself well in a new country such as school is to the six-year-old. Besides that the sore arm is likely to be hurt in the scramble in the playground. That isn't fair. All that should have been attended to long ago.

Have you his papers where you can find them on the great morning? It is very embarrassing to find yourself before a poised pen without the certificate that puts that pen in motion. The new pupil doesn't like it, either.

Have you prepared yourself or are you going to cry in the classroom and beg the teacher to let you stay a little while with him? That's the crime of crimes. It will undo all the other preparations. And the preparation for the first day is linked closely to the success of the last one.

SEPTEMBER

*Is, then, September come so soon?
Full time doth summer ne'er abide?
While yet it seems but summer's noon,
We're floating down the autumn tide.*

Eunice E. Comstock.

PSYCHIC VALUES IN THE HOME

BY ABBIE L. MARLATT

Director of Home Economics, University of Wisconsin

IN that early period, the first six years after birth as well as in the aeons before birth, are established the motives which handicap or liberate the forces which make for normal development of the intellectual, the moral and (experience has proved), even the religious life.

We need to adopt the Chinese system of paying for medical aid only as long as the family is well. In other words, we must apply preventive methods—measures which will educate for intelligent parenthood so that every home becomes a part of the school system, where the foundations are laid on which the later study may be built without the danger of collapse.

When all of us know that the most important training in right thinking is that which is done in the privacy of the home by the mother, aided by the father, the privilege of parenthood will be recognized as the highest privilege in our social life, not to be accepted blindly but prepared for at all times and most safeguarded in the early periods of informal training in the home, preparatory to the slightly more formal training in the schools.

Motherhood has been recognized as an economic factor in the nation's life.

In the desire to realize ourself as an individual, we sacrifice the immortal part, the passing on of inheritance, the divine urge to create which has come down with us from earliest time.

Freedom we have to choose. Happy is the one who chooses wisely the divine power of passing on a full and rich inheritance.

The praise, the plaudits are as ashes in the mouth compared to the joy of the happy mother who has done well her first six years of foundation building in child training.

The memory the child has of the joy in learning under the direction and leadership, first of the mother and later of the father, suggested most perfectly by seeing simple tasks gladly done by the mother, and imitating in simple ways the processes

in work which lead to muscle control, self-direction, intrinsic knowledge of the rights of self, the absolute trust, first in the parent—and then in the self activity, care of self in health standards, and right judgments in personal acts—all come through loving, co-operative work with the parents in the home. No school can take their place.

The right judgments that the child learns to make develop out of personal acts in the home with the parent in close sympathy. At this time, the slightest loss of faith in the love of the parent, in the trust in the parent, in the belief in the correct judgment of the parent, will react later in life in a subconscious distrust of adults. This early training-school of the parent must be conserved by every effort of the parents themselves—of the schools, the church and the law.

Home economics is not a question of a mere discussion of saving money or even of saving time and energy. It is a study of the conservation of that thing that is known as the Home—a study of the fundamentals that make for individual development in the more personal school of home-life where the child should learn under wise guidance the joy in play, where the play instinct may develop so that there will be the respect, not only for the individual rights of self but for the rights of other children, the trust and belief in other children and later, the care of the other children of the same family and eventually the respect and care for the other children in the community group.

These are foundation habits established long before the school age through the actual living under wise guidance in the family group. The parents who fail to realize this, especially the mother who does not recognize in the sharing of household care, of household work, of household management, the psychic or educational values that children acquire through joy in the doing of the simple tasks, has lost one of the greatest pleasures of parenthood.

The joy in achievement that is learned in these early years is the basis for all definite achievement in later life.

The recognition within one's self that one can do a piece of work, carry it through to completion and have someone trust in the processes and express pride in the result, is an inherent right of early childhood. It is the thing that is almost impossible to give to the child in our school systems. The home is the logical and psychological place for it.

The mother who sees in herself the most important teacher that her child will ever have is the one who will recognize the need for doing the small household duties *with* the child more often than *for* the child.

The study of psychic development of

children, the intensive study of phases of work that will develop, not only muscle control, but judgment and joy and pride in achievement, required keen intelligence, continuous analysis, conferences with other mothers and conferences with parents and teachers—a type of personal education that brings back into the homemaking of today that need for wide knowledge, intensive education, judgment, desire for service, a careful budgeting of energy and time so that the child may learn—not only in logical sequence but in psychological sequence—the joy in play and the joy in learning, the joy in service, the joy in achievement and, through these psychic states, to learn to appreciate not only the rights of self but the rights of others in the group.

SEPTEMBER CAMPERS—STOP, LOOK, LISTEN!

Forest Service, U. S. Department of Agriculture

FIRE continues to be the greatest single agency of forest destruction, although there is no more reason for the usual forest fire than there is for the average grade crossing accident; all that is needed is a little thought and care.

Of the 160,000 forest fires reported within the five years ending in 1920, eight out of ten need never have happened, and they will not happen once the public is brought face to face with the facts. Human carelessness continues to be the chief cause of all forest fires—incendiaryism, smoking, and camp fires being the three principal causes of man-caused fires within the national forests during 1923.

While the best method of fire protection thus far proven involves the use of strategically-located lookout stations, telephone lines, and mobile forces of fire fighters which can be rushed, fully equipped with tools, to the threatened areas, yet for real success these methods must be founded upon basic organization and public co-operation. No single agency is as important as public sentiment combined with public co-operation.

It is too bad there is not some way to train the city dweller in the rules of the

out-doors and the camp fire, just as he must, for the safety of life and property, learn the traffic and sanitation laws of the city. He should know that it is wrong and intolerable to throw down the lighted match or cigarette in the forest, just as he knows he must not throw tin cans and old clothing into the street at home. He should learn the etiquette of the forest just as he does that of the drawing-room. The smoker would not throw his match or cigarette stump or empty his pipe ashes on his best rug or table cover, but, without giving it a thought, the same smoker will toss a burning match or hot ashes on the floor of his host, the forest, where it threatens property worth millions, and even human lives.

Why does such a large part of the public become so excited over the clanging of a gong announcing a fire in a town or city, and only idly wonder why a heavy smoke pall blankets many sections of the country during the summer season?

Why does the average individual not inquire with the same concern regarding the courses of destructive forest fires as he does about the course of a fire in his city or town, which perhaps does only a fractional part of the damage?

Why does the average individual in a forest region not feel more keenly his responsibilities as a citizen, first to prevent destructive forest fires, and, second, to volunteer his services to control them, whereas, if a fire occurred in a town he would be the first to grab a bucket of water and mount the ladder?

It is not difficult for anyone to be careful with fire while in wooded areas. Here are simple rules, which if observed, will go far toward reducing the appalling number of man-caused forest fires reported every year:

(1) Be sure your match is out before throwing it away. Break it in two with your fingers.

(2) Don't throw cigars, cigarettes, and pipe ashes along the roadside. If you are riding provide a receptacle in your machine for your ash tray. A tin can will do. If you are walking grind your stubs, matches and ashes in the dirt.

(3) Build small camp fires away from brush and small trees. Scrape away all leaf mold and other inflammable material around your fire.

(4) Never leave your camp fire unwatched. A wind may spring up any moment.

(5) Pour water on your camp fire when you are finished with it. Be sure it is dead —then bury it with dirt or gravel. Don't make the mistake of burying it with leaf mold or other inflammable material.

(6) If in one of the national forests, keep in touch with the forest ranger. Report all fires you may see, however small. If you see a fire beginning to burn, stop and fight it while some other member of your party gets word to the ranger.

(7) Be as careful with fire while you are in wooded areas as you would be in your own home. Be thoughtful and reasonable at all times.

What do we burn when we burn our trees?
We burn the home for you and me,
We burn the carriage-house, barn, and shed,
The baby's cradle, the little boy's sled,
The bookcase, the table, the rocker of ease,
We burn all these when we burn our trees.

What do we burn when we burn our trees?
The daily comfort which everyone sees,
The wages for man for years to come,
In factories big where busy wheels hum—
For industries many depend on trees—
When our forests burn we burn all these.

What do we burn when we burn our trees?
The homes of the birds, the squirrels, and bees,
The home of the brook and the cooling spring
Where violets blossom and bluebirds sing,
The beauties of nature, so fair to please—
We burn all these when we burn our trees.

—Stoddard.

SECOND ANNUAL MEETING OF AMERICAN CHILD HEALTH ASSOCIATION

THE program for the Second Annual Meeting of the American Child Health Association in Kansas City, October 14-16, is designed to cover the entire range of child health, including the prenatal period.

The business sessions of the meeting will be held in the Grand Avenue Baptist Temple. Headquarters will be at Hotel Baltimore where the conference groups will meet.

At this annual meeting the American Child Health Association will bring together leaders in the field of child health promotion. The speakers will deal with the subject of child health in its special interest to public and private officials, governmental and extra-governmental agen-

cies and with the teaching, nursing and medical professions.

The program will consider the training of leaders for child health work in urban and rural communities, the problems of late childhood and early adolescence, and the phases and method of procedure for community organization for child health work. There will also be a discussion of some of the special aspects of child health work accomplished by the American Child Health Association during 1924; the presidential address will be given by Herbert Hoover; reports of officers and committees will be made, and Courtenay Dinwiddie, general executive of the Association, will give a review of the year's work.

Department of the National Education Association

THE DEVELOPMENT OF ETHICAL CHARACTER

BY JOY ELMER MORGAN

Editor of the Journal of the National Education Association

JUST out of a small station in one of the by-way railroads of America, a conductor approached a mother and her two small children, a baby in arms and a lad of seven. The mother paid her fare. The conductor looked at the boy and inquired, "How old is he?" "Not quite five," replied the mother. She had lied to save a half-fare ticket between two small towns. Every party to the transaction knew she lied. The striking thing about the incident is its commonness. Everyone who has been about in either city or country can recall scores of similar instances. We teach, "Thou shalt not lie; thou shalt not steal," and by our actions belie our teaching. If the child thinks at all, the least that can happen to his mind must be confusion.

Most people agree that lying is bad. If, in matters where our ideals agree, our conduct brings confusion to the child, how much worse the confusion must be in the many other matters wherein adults do not agree either in conduct or teaching. Time was when children could be kept from discovering many forms of wrong conduct and from contact with points of view that differed from those which their parents and teachers wished to inculcate. Such isolation is no longer easy. The automobile, the motion picture show, radio, and the growth of city life bring children at very tender ages face to face with conflicting points of view and types of conduct. Right conduct may once have sprung from ignorance of the ways of evil. Such ignorance may be counted on less and less to protect our youth. The creeds of church and the teaching of home and school were once accepted almost without

question. They are no longer so accepted.

Even institutions that we had thought fundamental are being questioned to their very foundations. Under such circumstances those of us who deal with children are forced to face the whole problem of ethical education anew. We not only wish right conduct now; we are eager for habits of mind which will produce right conduct when the child is far from our supervision; when he has gone out into the world of conflicting opinion and practice. If we are sincere we shall be more concerned that he shall be *right* than that he shall follow our teaching or our example. We shall recognize that there will be new advances in the moral world just as there will be new advances in the world of science.

Persons who taught that the earth is round were once the free target of private and official persecution. We now suspend judgment in such matters until scientific proof has answered our questions. It is this suspended judgment, this further searching for facts, that underlies our sweeping scientific progress.

But in the field of ethics and morality we are not so fortunate. We have relied too much on dogma and not enough on the reasons that lie back of dogma. Most of the great ethical teachings are older than any of the religions. They are so eternally sound that to disregard them means destruction for the individual and the race. In the teachings of Jesus they are embodied with sparkling clearness. In His life they are so exemplified that they have stood out through all the years as the north star of human conduct. Whether Pagan, Jew, Gentile, or atheist, no one can deny that the teachings of Jesus are the greatest

moral force the world has known. Centuries will pass before we shall reach in our conduct between men and nations the standards which He set two thousand years ago.

Can we, then, not base our ethical teachings upon religion? Wherever possible let us do so, but let us not forget that interpretations change even within the church itself, and creed must not be confused with eternal right. Slavery, the subjection of women, and many other practices which time has shown to be wrong were once sanctioned by the church, and the men who fought for a different order were persecuted. Drinking to excess was once sanctioned in the best of families, as eating to excess is today. Doing less than one's best has not yet brought great social disapproval so long as one does not become a charge upon the community. The obligation to work is not enforced by public opinion if one happens to inherit wealth. Our codes in the past have been filled with "thou-shalt-nots." These negative commands are still necessary, but we are finding that most things which can be avoided under the notion that they are bad can better be avoided under the notion that something else is good.

Teach every child the obligation to serve and equip him through training to serve with joy and success, and the foundations are laid for ethical character. Develop wholesome, abiding, and enlarging interests during the earlier years, and the leisure that comes after honest toil will give inspiring opportunity for the things that build up life.

The negative things, the things that tear down life, the vicious, enervating habits, all the suppressed urges that motivate human behavior, are largely prejudices handed down from generation to generation, even as our codes of ethics are handed down. But unlike the ethical codes they will not stand the light of intelligence. No one who could picture them for a moment

would choose the evil consequences of wrong conduct. Men do not deliberately say, "I want to paralyze my mind; I want to lie in the gutter; I want to abuse my family; or I want to lose my standing in the community." When men become intelligent enough to think of these things they cease to disregard the inexorable laws of life and growth.

The more ties one has the surer he is to abide by the social standards. Regard for loved ones and friends, home ownership, regard for his standing in the community, appreciation of his position and opportunity for service, the desire for good health, the ambition for personal growth—these can be systematically built up in children and made powerful factors which will enable the man or woman to stand when the storms of life come.

The Character Education Institution of Washington has issued a code of ethics for children known as the \$5,000 prize code. Copies may be had free on request by addressing the Institution. Every parent may well have some such chart at hand. Every child may well memorize some such statement. But all this will avail little if they are not lived into the life, fixed by daily habit, fortified by reasons that will stand the test of time and change; and made part of the fabric of positive conduct and service which gives life its joy and significance. Ethical teaching must then be a thing of deeds as well as of precept; of discussion as well as code.

In many circles there seems to be a fear of preaching; parents and teachers avoid discussing moral problems entirely. Nothing could be more fatal. The great teachers of all the ages have been unafraid to deal with eternal truth; they have been fired to teach and to preach. Undeniably their zeal is needed now, clothed with new methods, a new tolerance, and a fresh eagerness for truth as the permanent foundation of conduct.

PUBLIC PLAYGROUNDS VERSUS HIGHWAY PERILS

BY ABBIE L. JENKINS

WITHIN the past two years there has been a greatly awakened interest in the problem of public safety, as evidenced in Massachusetts in the formation of the Committee for Public Safety, of which Mr. Lewis MacBrayne is field secretary. This is a real problem, for in the whole United States 250,000 children were injured by motor car accidents in a single year. Meantime the number of motor cars increases with tremendous rapidity. In Massachusetts alone more than 400,000 vehicles were registered in 1923, and many thousands more came in from other states. This same condition prevails in all states of the Union. One must add to this danger that of the trolley car. In the United States there are 46,454 miles of tracks with 99,405 cars in daily operation.

THE TOLL OF THE MOTOR CAR

Figures gathered by May Bliss Dickinson, R.N., State Chairman of the Mothercraft and Child Welfare Department of the Massachusetts State Federation of Women's Clubs, show that in a single year more than 200 boys and girls lost their lives in Massachusetts streets, and in the same year over 5,000 injuries occurred as the result of motor car accidents. In spite of these dangers, ball games are in progress every day in warm weather on our public highways, and during the winter the air resounds with the merry shouts of boys and girls as, regardless of perils, they throw snowballs and coast down steep hills and around sharp turns.

PLAYGROUNDS THE REMEDY

Faced with these challenging facts, the Mothercraft and Child Welfare Department decided to undertake the work of arousing the public to the danger of the streets and to the necessity for playgrounds with leadership in every community. The important new activity was assigned the writer, who during the past year has spoken before many women's clubs, and in every possible way has urged the promotion of playgrounds throughout the state

of Massachusetts. To keep children from playing in the streets through the provision of playgrounds has been the keynote of the publicity. Public playgrounds conducted under leadership during the summer and winter may be made most effective in safeguarding children's lives. The objection is made in Massachusetts, as in other states, that the expense of a playground with leadership is too great for some of the communities of the state. It is, however, urged that in the interest of the lives and happiness of little children every municipality can secure at least a vacant lot or field and at small expense install the simplest equipment. In the winter arrangements can usually be made to flood the playgrounds for safe skating.

THE BACKYARD PLAYGROUND

The backyard playground will supplement the functions of the larger public playgrounds. Figures show that children under eight years of age are in the greatest danger. They are not old enough to understand traffic regulations, and they are more heedless than other children in running into the street after a ball or rolling a hoop in the path of an automobile. The need of a backyard playground is, therefore, greater for little children.

Set the backyard out with some rambler roses along the fence. Add three or four honeysuckles or morning glories. Screen the ash barrels with lilac bushes. Place in this delightful playground a table and a few small chairs, and who can imagine a more charming spot for doll tea parties and the games so dear to every child? One such backyard playground proved so attractive to all children in the neighborhood that it became the starting point for the establishment of a community playground. It was arranged for the four children of a family. Within the first week thirty or forty children could be counted in the yard, little girls with their dolls and tea parties and boys exercising on the parallel bars and swings.

AN ORGAN RECITAL

BY CHARLOTTE KEITH BISSELL

National Chairman of Child-Welfare Magazine (Subscriptions)

WHO does not enjoy an organ recital—especially when one can get a season ticket for the small price of one dollar, and for that hear twelve recitals? Then, too, these performances are not the kind where one has to go and listen to a lot of numbers which one does not care for in the least, in order to hear what one likes. No indeed, this recital is brought right into one's home. You can sit in the easiest chair in the house, in your most comfortable—if disreputable—shoes and hear the numbers that best suit your needs and desires—for is not our CHILD-WELFARE MAGAZINE the Official Organ of our Congress of Parents and Teachers?

Let us consider one recital—who are the artists, what their interpretations, how do they manipulate the stops—in fact just what sort of an offering have we?

First there is the Overture—the President's Message. How closely we all listen to that, noting the deep pedal tones and the clarion call of the great organ as, coupled to the swell, the music brings to us the vision glorious!

Here are numbers where the Vox Humana is used to quite an extent. The performers are Dr. Crampton, Dorothy Erskine and Mrs. Watkins.

Another artist, Dr. Achilles, occasionally makes use of the Vox Angelica—just enough to make us want a little more.

In this particular recital which I am reviewing there are two splendid patriotic numbers, by two different people.

Then, there are the two suites, "Worth Passing On," and "News of the States," to which we all listen so eagerly.

And there are many variations on "Home Sweet Home," with sometimes the tripping note of the piccolo or oboe heard in the lilt of their measures.

Through it all sounds the splendid sustained note of the diapason of our united purposes. "Better Parents, Better Homes, Better Schools," and all of these to be helped on because we listen to these wonderful monthly organ recitals.

It is the purpose of your National Chairman of CHILD-WELFARE MAGAZINE subscriptions to bring to you through her committee the positive necessity of having this publication, which is indeed "the textbook of our Parent-Teacher faith," as Mrs. Hovey said in her report, first, in the home of every member of our organization, and then where everyone who cares for home and children can see it. We want it in our public libraries, in the waiting rooms of physicians and dentists, in the observation car of trans-continental trains—everywhere that the leaven of our purpose may possibly reach.

And when those now outside of our Congress read of what we are trying to accomplish for those whose duty it will be to carry on after us, will not many wish to join our band to help on the good work?

So let our slogan for the year be, "The CHILD-WELFARE MAGAZINE in every Congress home!"

Leaders in parent-teacher work should have the following general publications for reference in working on programs:

1. Latest issue of the list of publications of the Children's Bureau, U. S. Department of Labor, Washington, D. C.
2. Latest issue of the list of publications of the U. S. Bureau of Education, Department of the Interior, Washington, D. C.
3. Latest issue of the list of publications of the Department of Agriculture.

Each year these lists are revised to include new publications and to drop publications no longer in print. For this reason leaders should make it a part of their program to secure these lists and from them select material of use to the organization.

ELLEN C. LOMBARD, *National Chairman, Home Education.*

ENLARGING IDEALS IN PUBLIC RECREATION *

A PARALLEL THAT ISN'T DEADLY

BY JAMES EDWARD ROGERS

- | | |
|---|---|
| FROM summer playgrounds and private support | TO a year-round recreation system supported largely from municipal funds. |
| FROM the restricted idea of play and playgrounds for children. | TO the conception of indoor and outdoor community centers to be used by people of all ages. |
| FROM the notion of play supervision | TO the conception of play leadership. |
| FROM the stress put on the need for apparatus alone | TO the new emphasis on trained leaders to make apparatus most useful. |
| FROM the narrow field of the playground | TO the larger group of spare time activities involved in the term "community recreation." |
| FROM calisthenics and drills | TO athletics, social recreation, community music, community drama and neighborhood organization. |
| FROM the old-fashioned Coach | TO the worker who trains leaders in community recreation. |
| FROM the system that trains for picked teams, elevens, nines and fives | TO the present emphasis upon mass and general participation. |
| FROM the tendency to let the paid executive do all the work | TO the idea of securing and training volunteers who shall be organized by the paid executive and through whom the executive multiplies his influence and accomplishments. |
| FROM the idea of confining the program within the four walls or a fence | TO that of service throughout the neighborhood and community. |

* From *The American City*, September, 1923.

NEW BOOKLET ON HOME PLAY

THREE is now available a thirty-two-page booklet on Home Play, which, through the courtesy of Mr. W. C. Batchelor, Superintendent of Recreation at Fort Worth, it has been possible for the Playground and Recreation Association of America to issue as one of its publications. The booklet is full of practical suggestions regarding backyard playground equipment and how to make it, directions for games which the whole family may play, such as *Barn Yard Golf*, *Croquet* and others, and suggestions for a number of quiet porch games. There is a section on constructive play in the home with directions for making a play house, for equipping the child's room, and for making a number of toys. Gardening and collections are discussed and suggestions are offered for children's reading. The cost of the booklet is ten cents. 315 Fourth Avenue, New York City.

THE PARENT-TEACHER ASSOCIATION AND THE COUNTY LIBRARY

BY SARAH B. ASKEW

National Chairman, Children's Reading

PARENT-TEACHER ASSOCIATIONS were organized in New Jersey, and the school and the people began to get together. When the mothers began to go to the schools and visit with the teachers, they found that one of the greatest needs of our schools was more books.

These parents saw that this education in the use of the printed page meant not only better standing in the schools, but meant to the boys and girls in after years, more money in their pockets through doing their job better, better government, broader interests and more happiness. They began to think what they could do about this lack in our schools, more especially in the rural districts.

It was found that the large towns and cities could get books through the municipal libraries, but the country districts were in a bad way. First of all, many of the adults did not realize the need of books. To bring this home, a test was made in many schools. Fifty books were placed in an eighth grade of a school without a library and without supplementary reading. The boys and girls were asked to write a letter, or a composition, or to give a talk about some one of these books within two weeks. Ninety-nine times out of a hundred, ninety-five per cent or more of them could not do this intelligently. The Parent-Teacher Association then invited the parents to a meeting and put a chart up for them, showing normal comprehension and the comprehension of their own normally intelligent children, which was two years below the average—they pointed out the money which had been wasted in these two years. They showed that teachers could not teach according to modern methods without books.

They tried to bring home also to the parents what books mean in the home life of the child, and in every way to show what books can mean to adults so as to point

out that this training in comprehension of print was education for life. To do this they had women to embroider shirt waists and dresses at meetings, ostentatiously using books for instructions and for patterns. They had women use books in preparing church suppers, putting the books on the table. They had some women use a recipe book when canning and then they exhibited the books with her prize and her cans of fruit and vegetables. They had people to read out loud from books at meetings. They had some man to use books in fruit growing, dairying or market gardening, and then used his work as an exhibit to show the money-saving value of books. They had people carry beguiling books to grange meetings, picnics, school meetings, church meetings; they talked of books as if incidentally, and left them lying around. Whenever a question of public interest came up they brought in some book on that question and used some striking paragraph from it. They held exhibits of books on every possible occasion. They left books lying around in other exhibits to which they were related—a book or two on automobiles in a machinery exhibit, a book or two on potatoes in potato exhibits, a radio book near a radio machine. They left jolly good novels lying around in a rest room.

The New Jersey county law came from the demand of the Burlington County Parent-Teacher Associations for some efficient and economical way of supplying books to the small towns and rural communities after this demonstration had been made as to what the lack of books meant. Each local organization tried buying books for each school. That was wasteful and cost more than they could afford and then there was no one with training to aid the children or buy the books—the State worker could make infrequent visits and the supply of new books was not adequate.

Books for adults were supplied through State traveling libraries and a few of the people bought books. In a number of cases little villages tried to support libraries and reading rooms—these did good work as far as they could and even further, it seemed, but there was not sufficient money to supply books to the schools as needed. None of these things seemed to solve the problem—traveling libraries had to be boxed up and sent back—the demand was far greater than the supply—the collection could not give much of a choice and more frequent visits of an expert were needed; the little town libraries had a struggle for life. After much study, we found the county library as a solution for this Parent-Teacher problem. The Burlington County Parent-Teacher Association was enthusiastic over the idea and asked us to find how county libraries were operating elsewhere and to work out the best way to operate one in New Jersey. We did this, and their Senator had the law enacted. The county voted by 76 per cent majority to tax themselves to support a county library—not *any* county library but a county library as the Parent-Teacher Association had approved it for New Jersey—which meant a station in every community, constant exchange of books, books in every school and a trained librarian to visit each village, district and school at least once a month.

I speak of the vote as if it was easy to get, but it wasn't—that County Parent-Teacher Association went to work with a will. They got all of the other organizations interested and two months before election they formed a big committee upon which served a representative of every county organization. In addition they interviewed and interested the political leaders of both parties, Republican and Democratic, both the women's and men's divisions. This secured their co-operation and insured the movement being non-partisan and non-political, and neither party could use the library as a football. They had on the County Committee a representative of both the Protestant and the Catholic faiths; this prevented much

ill-feeling. They visited the civic and social welfare leaders in their county and solicited their co-operation.

Four days before election they had each organization send out a letter signed by the member of that organization who was on the County Library Committee, enclosing a circular explaining the plan of the County Library to every member of their organization. The letterhead upon which the letter was multigraphed (not printed), bore the name of the large committee. They got each minister to preach a library sermon. They got the moving picture houses to run slides in favor of the County Library. They got each political speaker, no matter what the political faith, to speak for the County Library. At every meeting of any local branch of a county or local organization there was a simple, strong presentation of the County Library plan. They ran daily stories in the county newspapers, furnished these stories, and changed the general story to give it local interest. They put slides in the moving picture houses for a week before the election.

During the last week they had each school take up the County Library as a project and had each child in the high school and in the upper grades of the grammar school write an essay on the subject. The day before election they had each pupil take home to the parents a concise appealing dodger giving facts. The chairman of each local Parent-Teacher Association headed a local committee for personal work. They had workers at every polling place.

That's the way they got their majority.

It is said by those observing it closely that the county library today is doing more to promote teaching and learning efficiency and education for life in our rural schools than any other measure of this decade, or since the "Helping Teachers" were added to our number.

It is not only making possible better education in the school but promoting further education after leaving school and bringing pleasure and content into rural homes and broadening the rural horizon so as to make way for further progress.

The Parent-Teacher Associations of other counties took up the idea most enthusiastically and we now have within three years, four county libraries running and two more counties are to vote on it this fall.

This is the way it is run in New Jersey.

A collection of books is placed in every community. When the county library is put into operation the librarian confers with local committees in each community as to the books most needed in that community, and as to the best place in that community for a small collection (number of books dependent on the number of inhabitants), of books to be placed so that all have free access to them. In order to create an interest in these books the librarian talks to the people in the churches and at community meetings, and to the children in the schools, and she helps plan reading courses and advises as to books covering subjects in which different people are interested.

The librarian is furnished with a car which has shelves to hold books to the number of 500 so that she can transport books and make exchanges between stations, to keep each collection interesting. When one community has finished with five, ten or twelve books she takes them on to a new community, leaving fresh books in the place of those she takes away. She advises the local committee when she will be there to exchange books so that they may come and advise with her and select from the books on the shelves of her car the ones they want for their local collection. Between visits, books for special needs are sent immediately by parcels post upon the receipt of a post card. If she has not in her car the books that are most wanted, she gets those when she returns to the county seat and either sends them or makes a special trip and delivers them.

When new books are bought, a certain number are assigned to each station. No book is taken away from any station until it is no longer read. No station is ever without books. When the librarian is making trips from town to town, or community to community, she calls at the farm houses

which are remote and the members of such households select books directly from her car and give her notes as to books they would like to have. She talks books to them and interests them in many new lines.

Each school has a collection of books, each book being chosen by the teacher and the librarian for the particular needs of that school. Certain reference books are always left in each school and each school can keep a book as long as it needs it; but through the exchange system books that are no longer in use are taken by the librarian and new ones left in their place. She talks with the teachers, tells stories to the children and advises with the parents on children's reading. The pupils and teachers select books from the car on each visit.

The county library furnishes books to every organization and a librarian to help that organization find the books and information it needs.

Burlington County Library, so established in 1921, owns more than 40,000 books, has 130 branches from which more than 100,000 books are circulated to adults and to children, has a reference collection based on the course of study in each rural school, has given each school a good encyclopedia, has loaned to schools thousands of books on special topics—getting them from their own collection or borrowing them from other libraries—has a loan collection for home reading for pleasure in each school, conducts story hours, circulates thousands of pictures through the schools from its picture collection, circulates victrola records to the schools, and advises with the parents on books to buy for the children, using as a visual lesson its splendid illustrated collection of both expensive and inexpensive children's books, and besides this, supplies books to every adult in the county to help further education and happiness.

So do the Monmouth and Camden and Morris county libraries, and all this came from this bringing together of home and school!

COLUMBIA UNIVERSITY'S HOME STUDY COURSES
ONE STUDY COMPLETE IN ONE MONTH

PSYCHOLOGY

V.—Memory

BY DR. E. MULHALL ACHILLES

We present this month the fifth of a course of six lessons in Elementary Psychology by Dr. Edith Mulhall Achilles, of the Home Study Department of Columbia University. This is one of the series of ten courses based upon the regular Home Study Courses of Columbia University. Each is complete in six lessons. These lessons are presented to the readers of CHILD-WELFARE by special permission of Dr. Achilles and the Home Study Department of Columbia University. Psychology is perhaps the most popular study today, and is fundamental in training for parenthood. These six lectures will lay the foundation for a second series on Child Psychology. We shall be glad to hear from our readers as to the helpfulness of this new section.—EDITOR.

PEOPLE are eager to acquire a good memory and quick to apologize for a poor one. How to improve our memory is of practical interest to all, but we must approach our methods with a scientific spirit. We cannot remember what we have not learned, so the first important thing is to see if we can improve our methods of memorizing or learning. So often we say that we forget names easily, but do we ever learn them? We must not blame ourselves for forgetting something which we really never learned. We must seek more efficient ways of learning the material which we hope to remember.

There are a few general principles which if obeyed will lead to economy and efficiency in memorizing. Suppose you had a poem of about twenty-four lines "to learn by heart," and only a certain amount of time in which to do it. How would you begin? Would you read the whole poem through and through over and over again, or would you memorize the first two lines, and then the next two, and so on? The psychologists have made a great many experiments and they recommend the "whole method" rather than the "part method." You should read the whole poem through, observe it, study it, grasp its meaning, its thought. You should not merely repeat it over and over, but actively read it, and after a few readings through and through, you may try to recite it, looking at the page when necessary and prompting yourself.

Certain lines will be more difficult and you may give them more attention, but in general use the "whole method." If you memorized two lines, and then two others, there would be the work of linking the different small parts or sections together, and there is the danger of overlearning some of the parts. That is, you might spend more time than was necessary to learn some lines. There are exceptions, such as we have made in stopping to repeat oftener a particular part which is especially difficult, but in general the learning of the whole or large unit is better than memorizing it piece-meal.

The total time allotted to learn the poem was limited, according to our supposition. Would you spend all the time at one sitting or would you study it for a while and then return to it later, and still again? Psychologists have made several experiments to answer this question, and they say it is better to use spaced time than unspaced or one period of study. Therefore, you should study the poem for a while, then leave it, and return to it later in the day and again on the next day. These are two definite results of experimental study of memory which are of practical value to all of us.

When studying the material to be memorized, no matter whether it be a poem or a vocabulary, a telephone number, a series of dates or what not, do not idly repeat it, but acquire as active an attitude as possible. Recite the material as much as you can, prompting yourself when necessary. Experiments show that it is very beneficial and economical to try to recite the material as you study it.

It is also important to have "a determination to remember" as we study the material. Again the psychologists have conducted many experiments. To some persons they would give pictures to be studied, telling them that they would be tested for memory of the picture afterward. To other subjects they would give the same material, asking them to sort it according to beauty without mentioning memory. The persons of both groups would be given a memory test. Those who had known they would be tested for memory of the picture and who had "determined to remember" it did remember it better than those who sorted the pictures for beauty "without determination to remember."

A good memory is not some great "power" which can be developed. Ways and means and skill in memorizing can be developed by an individual and he can work out better ways of fixing facts. If you want to develop a good memory for names, give attention to your learning the names when they are first presented. See what associations may be placed with the names. Mnemonic systems have only a limited field for helping. It is better to seek some natural aid, for it is sometimes harder to remember the artificial aid than the thing which it is "aiding" you to remember!

QUESTIONS AND PROBLEMS

1. *List some of the ways by which you might increase the efficiency of your memorizing.*
2. *Is a "determination to remember" important in learning material?*
3. *Are mnemonic systems of any service to memory?*

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ELEVENTH NATIONAL RECREATION CONGRESS

THE Eleventh National Recreation Congress is called by the Playground and Recreation Association of America at the height of the nation's appreciation of the values of recreation. Individuals, groups and communities are realizing now as never before how vital a force for health, happiness, morality and education is the right sort of play. Nearly 700 American cities maintain directed play centers and over 12,000 men and women are employed as recreation directors. President Coolidge's conference on outdoor recreation last May was an important forward step.

This year's Recreation Congress convenes in Atlantic City, October 16 to 21. Theodore Roosevelt, Jr., Assistant Secretary of the Navy, will be one of the principal speakers. Mr. Roosevelt's father helped to found the Playground and Recreation Association of America in 1906, and was its first honorary president.

The eighteen years' progress of the public recreation movement will be reviewed. Stress will be placed upon individualizing recreation to fit various types of persons or groups, as well as upon community planning for leisure time activities. The Congress will discuss just what kind of recreation is needed by the business man, the housewife, the coal miner, the machinist, the student and other classes of workers.

"What constitutes an adequate recreation life for children and for adults of different ages?" will be among the questions answered.

Subjects to be discussed include physical efficiency, family recreation, camping, real estate and playgrounds, objectives in community recreation and the community art movement.

Those who are interested in attending should get in touch with the Recreation Congress Committee, 315 Fourth Avenue, New York City.

Questions for a Mother to Ask Herself

VI

Is my child a cross or crying child? Why?

Is he under-nourished or overfed?

Are his clothes uncomfortable?

Does he have sufficient sleep or rest?

Is he sick?

Do I allow him to be nagged or teased?

Do I speak irritably to him?

Do I give him what he cries for?

Do I let him wait for what he really needs until he cries?

Is he the center of attention when he cries?

Do I discuss his habit of crying or fretting before him?

Is he lonely?

Has he plenty to do?

Prepared by

MARGARET J. STANNARD

EMILIE POULSSON

MAUDE LINDSAY

NOTE.—This is the sixth in a series of leaflets prepared under the direction of Margaret J. Stannard, of the Garland School of Homemaking. They were first used for distribution at the Child Welfare Cottage maintained during the war by the city of Boston. Local associations are urged to reprint these leaflets and distribute them among members.

THE BOOK PAGE

BY WINNIFRED KING RUGG

"Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends. Come, let us read."

A COMPREHENSIVE piece of work is embodied in the first important publication of the Children's Foundation called "The Child: His Nature and His Needs." Edited by M. V. O'Shea.

The Children's Foundation, established by Lewis E. Myers of Valparaiso, Indiana, has for its object "the task of co-ordinating, interpreting and applying the results of child study in recent years and the extension of such study in the future." This first extensive study aims to summarize and apply what is known regarding the nature and the physical, intellectual, social and moral needs of childhood and youth. Truly an ambitious purpose and a useful one, for there is an appalling gap between our knowledge of the nature and needs of the child and our own practice. Investigators say, "We are scientists; it is all we can do to ferret out truths. Someone else must apply them." Teachers and parents say, "We are so busy bringing up children that we have no time to test theories."

This volume seeks to unite the two. The contributors are men and women who have had both technical and practical training. The value of the book is notably enhanced by its thorough index and by marginal notes which make its use extremely simple.

"More are made to fear than are born to fear," says William S. Walsh, M.D., in "The Mastery of Fear" (E. P. Dutton & Co.).

The large and often injurious influence of fear is frequently due to mental twists given to children by over-fearful, injudicious training, by constant don'ts, by ridicule, or by suggestion received from a parent's display of nervous ills. The problem of fear as related to childhood has one simple solution: "Don't establish

fear in children. With adults whose fears are already established, the solution is more complicated," Dr. Walsh holds with Freud, with some variations.

The writer's disposition is not exactly to make light of fear, in as much as he recognizes the big part it plays in human conduct, but he does take a decidedly matter-of-fact attitude. Those who have to have their fears coddled will get small comfort from Dr. Walsh. The style of the book is conversational and non-technical. No one can read it without feeling relieved of some of his fears, unless the reader happens to be a person to whom his worries are a delicious and tenaciously guarded luxury. It treats largely of fear in adult life, but its application to child-rearing is clearly defined.

Mary S. Haviland, Research Secretary of the National Child-Welfare Association, has written a book called "Character Training in Childhood" (Small, Maynard & Co.), which puts the spiritual aspects of this fundamental in a practical form. She takes up the physical basis of character, preparation for motherhood, the creation of a tranquil environment for children, the formation of regular habits of eating, sleeping and health. She then goes on to the forming of early habits of self-control and self-reliance, and to the formative influence of play, work, school and religious instruction.

Definite stress is laid upon the importance of getting at the *will* of the child. Even in such a small matter as washing the hands before meals, the child ought to be made to feel that he is going to enjoy his meal more if he is clean. The power of concentration is valuable and too often dissipated by the thoughtlessness

of parents who oblige their children to prepare their home-lessons in the common living-room, subject to interruption and casual conversation.

Since it is agreed that character-training is the end and aim of all education, at home or in school, there can hardly be a more important subject than this which Miss Haviland has chosen.

Along the same line is William Byron Forbush's "Be Square" (Scribner's). In this little book, which has been prepared for school room use with lists of questions, the author has defined "the rules of the game" as applied to school, work and play. The principle of honor in its various applications is illustrated by anecdotes

which appeal to a child's sense of fairness.

The story of Charley Toy, a millionaire Chinaman living in Minneapolis, shows how others see us. Toy gathered up his fourteen grandchildren in America and shipped them to China, explaining that he wanted to give them a chance to be taught Honesty. In this connection Mr. Forbush gives some practical suggestions for correcting cheating in school, a problem too often handled superficially or ignored.

Honesty, like most other virtues, begins at home, and Mr. Forbush's comments on the force of example are pointed. His book is not sentimental nor impossibly idealistic, and maintains a note of sportsmanship and good nature that will make it acceptable to young people.

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WHAT THE CHILD LABOR AMENDMENT IS NOT

1 It is *not* a statute. It will simply give to the Congress the power to legislate with reference to Child Labor—the power Congress thought it had when it passed the first and second Federal child labor acts.

2 It does *not* prohibit the employment of children under 18 years of age. It merely gives to the Congress the limit of its authority—if for instance it should be deemed necessary, as some States have found—to regulate or prohibit the employment of boys and girls in certain occupations involving unusual moral or physical hazards. Since an amendment is for all time, it must be general in its terms.

3 It does *not* interfere with girls helping their mothers with the housework nor with boys helping their fathers with the chores. The two child labor acts which Congress formerly enacted, included only employment in mines and quarries, mills, factories, work shops and manufacturing establishments.

4 It is *not* a leap in the dark. We know from experience what the effect of a Federal child labor act has been. The first and second child labor acts gave protection to thousands of children who are now without it. National interest in the Nation's children, instead of resulting in indifference on the part of the States, either in enforcing the existing State laws or in raising State standards, *actually increased* State interest and State responsibility. Federal administrative machinery did not duplicate, weaken nor destroy State enforcing machinery. On the contrary there was genuine co-operation between the Nation and the States in the protection of children.

5 It does *not* impair the power of any State to give greater protection to its children than that which Congress may see fit to embody in future Federal legislation.

EDITORIAL

NEW VISTAS

THE crisp September days bring a challenge to fresh efforts for the welfare of all children. Our organization is non-racial, non-sectarian, non-commercial, non-political. We are interested solely in getting the next generation onto the stage of life, prepared to play its part.

We are stronger to accomplish our purpose than ever before. With splendid leadership, trained chairmen ready to help, and a membership of 675,000 fathers, mothers, teachers and citizens, we have the power to exercise a tremendous influence over those plastic lives whose entire future depends upon the wisdom and training which shall be given—or withheld.

Whole vistas of opportunity lie before us. Are you ready for your work, with plans mapped out, committees formed, publicity started and ideals fresh and vital after a summer of relaxation and rejuvenation?

THREE KINDS OF WORKERS

We need the idealist. The one

"Whose soul sees the perfect
Which his eyes seek in vain."

We need great leaders. Those who not only have the vision of an unhandicapped race, but who can organize forces to protect children from exploitation and harm, and to build them up into fine human beings.

We need great followers, without whom great leaders are helpless. Each one can be an idealist or a leader or a follower. But anything is better than being a jellyfish or a parasite.

WHY BLAME THE SCHOOL?

Every year in every locality parents are

blaming the High School because John or Mary has failed to measure up to the college entrance requirements.

Recently this instance came to our attention. A bright girl, entirely capable, mentally, of passing the college examinations, failed in every subject. It was a bitter disappointment to her, to her parents and to the principal of the city high school which she attended. The principal took to task the teachers who had presumably prepared the girl, and who were scarcely surprised at her failures.

"Do you know what Mary has been doing this year?" said one of the teachers to the principal.

"Why, I know she has been a popular girl, but I don't know just what she has done besides fitting for college," replied the principal.

"Then please let me enumerate," said the teacher. "This Senior year Mary has been a member of the school paper staff, a member of the year book staff, a member of the dramatic class, a member of a dancing class, and took part in two plays. Besides all this she has attended evening parties during the school week and has taken music lessons requiring three hours of daily practice. Just when do you think Mary could fit for college?"

This is just the sort of thing that happens when teachers and parents are not in close working partnership.

It is the child who suffers most; next, the reputation of the school, which isn't entirely to blame; and third the parents, who fail to measure up to their job.

NOTE.—In this high school there is no dean of girls, no visiting teacher and no Parent-Teacher Association. In fact, no link between home and school.

M. S. M.

War—What is it after all the people get?
Why, widows, taxes, wooden legs and debt.—*Old rhyme.*

OCTOBER MEETINGS

National Board Meeting, Denver, Colorado, September 30th, October 1, 2.
 New York State Annual Meeting, October 7, 8, Poughkeepsie.
 Massachusetts State Annual Meeting, October 9, 10, Boston.
 Alabama State Annual Meeting, October 14-16, Anniston.
 Playground and Recreation Association of America, October 16-21, Atlantic City, N. J.
 American Child Health Association, October 14-16, Kansas City, Missouri.

Ohio State Annual Meeting, October 15-17, Toledo.
 Pennsylvania State Annual Meeting, October 21-24, Harrisburg.
 Missouri State Annual Meeting, October 28-31, Kansas City.
 Minnesota State Annual Meeting, October 29-31, Duluth.
 South Carolina State Annual Meeting, October, Charleston.
 Wyoming State Annual Meeting, October, Lusk.
 Colorado State Annual Meeting, Denver, October.

A LETTER TO THE EDITOR

CROSBYTON, TEXAS, July 8, 1924.
Mrs. M. W. REEVE, President,
National Congress of Mothers and Parent-Teacher Association,
Philadelphia, Pa.

MY DEAR MADAM:

I am taking the liberty of writing you and expressing my sentiments in regard to the editorial in the *Woman's Home Companion* on "The Disposition to Do Right," and your message in the July number of the CHILD-WELFARE MAGAZINE.

I feel we *should* say to the world, "This task is ours; sit ye by until we return victorious" regardless of the fact whether or not we are strong enough in power and numbers. Our forefathers did not give "strength in power and number" any thought when they wrote the Declaration of Independence and presented it to the King of a Great Kingdom.

I also say we dare—just one eightieth part of the parents and teachers of America—hope to arouse those other millions to a sense of their

tremendous duty. In the words of Longfellow: "Let us then be up and doing with a heart for any fate, still achieving, still pursuing, learn to labor and to wait."

It will be a long and hard-fought battle; a struggle with ignorance and indifference; and a struggle with the blunders of the head and heart, but the clarion has rung. To arms then let us go; and with a stiffening of our vertebrae let us be loyal to our trust; let us concentrate our energies and begin the battle.

Moral ignorance is the most fruitful source of vice and crime, and we should realize the necessity of removing what is a menace not only to our social well-being, but to the very existence of our country.

In the face of such alarming facts, we should surely make an effort to see that the children of today have some definite moral training, whether it is in the home or in the school.

Respectfully,
 (Mrs.) J. I. SIEBER, *President.*
Crosbyton Parent-Teacher Association.

NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS

The Education Section of the National Safety Council, 168 Michigan Avenue, Chicago, Illinois, has issued some excellent material on the subject of safety education. One leaflet "Safety Education in the Public Schools," has much valuable material. But why must the one who may be injured be the only one to be careful? Should not the one who may do the injuring be equally careful? Another booklet is full of interesting suggestions "An Introduction to Safety Education." In this the sections on games and dramatization tell how we may help others to be careful and how we may prevent injury coming to others. The booklet also contains an interesting plan for organizing a School Safety Group. These groups could be made of inestimable value to schools. A section on "First Aid," "Topics for Safety Les-

sions," and "The Project Method and Safety Teaching" contain worth-while suggestions for programs for Parent-Teacher Associations, as well as safety groups.

In June there was held in Washington, D. C., a National Conference on Outdoor Recreation which was attended by a large body of delegates. Several interesting resolutions were adopted; among them those relating to children are of special value for our local associations.

Arkansas is on the Parent-Teacher Association map, although not yet organized as a State Branch. In the city of Fayetteville, there are many parent-teacher associations. In June the Teachers' Institute for Washington County was held in this city. Just before the Institute was held a request came to the National Office for literature to be distributed at this time. A supply was sent, and

following the meeting a letter was received which stated: "There were about 250 teachers in attendance and we have done our best to entertain them. We have had committees from our five Parent-Teacher Associations in charge of our Parent-Teacher Association Booth each day. Also a five-minute talk each day on the following topics "The Why and How of Parent-Teacher Associations," "The Scope of the National Parent-Teacher Association," "Home and School Co-operating in Parent-Teacher Associations" and "What Parent-Teacher Association Has Done in Fayetteville." We are winding up our drive with a big party. The Parent-Teacher Associations of the town are to be hostesses to the teachers. We have an entertainment of very fine music, readings and magic outlines, with a social hour after. Our five associations will be represented by their ex-committees on the reception committee, their social group helping to serve, etc. If any teacher gets away without learning about Parent-Teacher Associations she will be very indifferent indeed."

Isn't that a fine scheme? Certainly this group deserves much credit for such fine work for Parent-Teacher Associations.

During the last days of the first session of the Sixty-Eighth Congress, the Child Labor Amendment for which the National Congress of Parents and Teachers has worked for so long, was passed, and now the real battle comes—to get two-thirds of the forty-eight states to ratify it. A strong lobby supported by large sums of money opposed the passage of the measure by Congress and the same groups will put up a stiff fight to prevent ratification by the States. As this is a measure repeatedly endorsed by the National organization and by many state groups, the members will have a busy winter in 1924-1925, as some forty legisla-

tures meet at that time. As many State legislatures meet only every two years, activity will necessarily begin promptly if ratification is to be made early.

Some time ago—possibly a year and a half—Mrs. J. E. McCulloch, secretary of the Southern Co-operative League for Education and Social Service, came into the National Office and asked the writer to look over some manuscript on the subject of the Home Council. This was done and was found to be on a subject of vital interest to homemakers and Parent-Teacher Association workers. The book has just been issued by the Southern Co-operative League, 937 Woodward Building, Washington, D. C.

At the beginning of the first chapter one learns what to expect in the remainder of the book: "The Home Council is a daily school of Character. It is not a theory but a discovery. The things written about here have been lived for years in our home.

"Our aim in establishing the Home Council was simply to provide proper moral and religious training for our family. After a tragic experience in a Sunday school one Easter morning, we made a solemn pledge to God that we ourselves would assume responsibility for the moral and religious education of our children, and that we would provide that training in the home. Ever since that hour we have placed our home at the center of all our interests in life and our supreme ambition has been to give our three girls that thorough training in right living which the home alone can furnish. With their welfare as our object in view we developed this character school in our home and have conducted it daily as the supreme opportunity of our lives." The story which follows is interesting and would help any father and mother to work out a home plan.

REPORTS OF STATE BRANCHES

(Continued)

MISSOURI

As a state we now have a complete plan of organization from the circle through the city, county, district, state and national.

The work of the State Organizer and District Presidents in the past is now bearing fruit, for a large number of these organizations have been made by county superintendents, city superintendents and teachers.

The councils over the state are the most unselfish organizations we have, absolutely without representation in the state or national, entirely without jurisdiction over the circles, acting only in an advisory capacity. Yet these councils are made up of women who work tirelessly for the carrying on of the state and national work, giving unstintingly of their time and means. Besides a vast amount of other work done by the councils, St. Louis, Springfield and Kansas City have scholarship funds. St. Joseph council spent over \$1,700 last year for milk for needy, undernourished children.

In one city the city council gives twenty-five per cent of all moneys received to the Scholarship Fund, and during the last year \$2,500 has been given to twenty-six children, who have, besides

good minds, some particular gifts for leadership, thus giving back to the world in service that which might not have been developed but for the work of this council.

Missouri had the pleasure of a visit from the National President for the celebration of Founders' Day in her four largest cities, St. Louis, Springfield, Kansas City and St. Joseph.

In one of these cities 5,000 men and women gathered under one roof to pay tribute to those women whose inspiration and devotion made possible this great work.

Our state work has gone forward so rapidly that it has outgrown the plan on which we operated for so many years, and it has become necessary to reorganize. Committees have been appointed to formulate plans for departmental work corresponding to the National plan, and a new constitution and by-laws will be submitted to the next state convention embodying to the extent possible the new by-laws of the National.

In spite of this handicap many of the departments are doing a splendidly constructive work, carefully following the ideals promulgated by our founders.

The Educational Department has worked out

a plan whereby study classes have been formed, giving individual members of circles the opportunity of expressing in their own language the fundamental principles of training of small children, the making of a real home and other subjects relating to Congress work, bringing them to the class for criticism and correction, then working them over, and when completed, giving them to circles requesting them for their programs. One circle has formed a Study Class for the mothers of each grade, thus enabling each group to study the particular needs of children the same age. An intensive course on Leadership was arranged at the State University, and a National field secretary conducted it during the week of June 16.

The Better Films Committee has worked out a friendly relationship with producers and exhibitors whereby an opportunity is given the Committee to review all pictures before they are shown. By this co-operation pictures shown on Friday nights are those which are endorsed by the Parent-Teacher Association, and exhibitors are glad to advertise this fact. We never advertise a picture by condemning it, believing it is better to ignore unfit pictures and put on our list those that are approved. The newspapers are doing their part in this work by publishing each week a list of pictures approved by this Committee.

The work of the Juvenile Protection Committee is in its infancy in Missouri, and because of its very nature, much care must be used, else the very purpose is defeated because of over-zealous or uninformed workers. It is most essential in the choosing of a chairman for this work that she be a broadminded, well-balanced worker who can see beyond the sentimental side, to the best interest of the child.

Missouri is unusually fortunate in finding such a chairman and we are particularly proud of the constructive work that is being done. This work was started by one of the large city councils and has been extended into other cities since our last convention. The chairman of this committee is acting as a guardian to more than a dozen school girls who are paroled to her. These girls consult her about everything they do, and always spend their Sunday afternoons in her home. Thus, these delinquent girls are beating back and becoming normal and useful members of society.

The work for pre-school children and mothers, which was the basic idea of Mrs. Bitney, is being emphasized in Missouri and more than forty pre-school circles have been organized during the past year.

We have co-operated in preventive health measures for babies, the workers in one city having assisted in the weighing and measuring of over 20,000 babies, and in one county having co-operated with the County Health Agent in preventing the spread of contagious diseases and remedying for many children conditions which, if left alone, would have resulted fatally.

NEBRASKA

In presenting our second annual report we feel that we are able to make a much better showing than at the close of our first year.

Though we were slow in awakening to the need of Parent-Teacher work in Nebraska, once aroused, we are characteristically enthusiastic, and

our work is growing by leaps and bounds, in fact more rapidly than we are at present able to keep up with.

Our greatest need at this time is for speakers competent to explain, acquainted with the real meaning of the work, having the time and enthusiasm to devote to organization, and having the knowledge of the need for the closer co-operation of home and school that the Congress affords.

During the past year the president has visited seventy-nine school districts, assisted in organizing fifty-eight associations, visited eighteen counties, and helped organize in them; and, having met with such whole-hearted response in all of these districts, both from patrons, superintendents, county officers, teachers, and principals, feels that with a more complete organization of the Parent-Teacher Association state officers, which is to be carried on through the new year, the organization of counties will largely solve the question of Nebraska's Parent-Teacher Association growth. This work has been limited, so far, by the fact that the president has been practically the only organizer in the field.

Notwithstanding our limitations, we feel that we have made real progress and have accomplished much in constructive work in the following departments: Child Health and Hygiene, Child Welfare, Organization of Pre-School Circles, Membership, Better Films, Americanization, Legislation, Juvenile Protection, Recreation and Thrift.

Various associations have been instrumental in the rural districts in the providing of hot lunches for the children; in better sanitation; in buying playground equipment and musical instruments for the school; in the purchasing of pictures and books for the schools, and moving picture machines; in the planting of trees and shrubs, and otherwise beautifying the school property; furnishing teachers' rest rooms; presenting the schools with flags; and, in some cases, supporting the county nurse.

In practically all organizations some Child Welfare and health work has been done; in some, clinics have been established for the sick and under-nourished, free milk provided for the needy, and in cases of needy families, both food and clothing furnished. This work has not been done entirely through the Parent-Teacher Associations, but has, in most every case, been sponsored by them and carried on in conjunction with the State Department of Child Health and Hygiene and the State Department of Child Health.

We are also indebted to the State Department of Public Instruction and the State Teachers' Association for their splendid co-operation and support, and for the opportunities offered through their publications and programs to present the work of the Parent-Teacher Association.

This has enabled us to have a part in the programs of the State Teachers' Association of both state and districts, and through the co-operation of those attending in arousing interest in their local communities and arranging programs in their districts, the state officers of the Parent-Teacher Association have been privileged to extend the work in a far greater degree than would otherwise have been possible.

Through the efforts of this association, also, we were accorded the privilege of having our National President, Mrs. Reeve, as our guest in

Nebraska for a few days in March, when she spoke at three Nebraska points.

The Public Press has also done much to increase the interest in a steady growth, giving largely of their space, both editorially and in notices of association meetings. Particularly have they been generous in times of greater activity of Parent-Teacher work, such as conferences, conventions, elections, National Education Week, playground campaigns, and bond and mill levy proposals.

Through the interest of Mr. John M. Matzen, State Superintendent of Public Instruction, the work of the Parent-Teacher Association was featured on the program of the State Institution of County Superintendents, and from that Institute, held in February, our work received great impetus, all of the countries that are organized having been organized since that date. Mr. I. N. Clark, Director of Rural Schools, our county superintendents, and all others interested in the extension of school good-will have given us heartiest support. Our school city councils have increased from one to four, and we take this as a good indication of the closer harmony that will be worked out to advantage this coming year.

We also conducted a booth at the State Fair this year, where literature and information was dispensed to all those registering as interested. A state convention was held in Lincoln, October 29-30, at which Mrs. Hillis was our guest and speaker.

And for the new year. We feel that Nebraska is just beginning to grow; that with the increase in interest, membership, and good-will, and with a more united effort on the part of all interested in children, we are bound to see a very normal growth toward healthier, happier, better, and broader childhood, not only in vision, but in reality.

Mrs. G. H. WENTZ, President.

NEW YORK

The eldest child of the National, the New York State Congress, is of approximately the same age as the mother organization, both celebrating the twenty-eighth anniversary this year.

With this background of experience, and the realization that our founders built on sound principles and that through all these years the fundamentals of our aims and purposes have been very honestly developed in our work by those who have served before us, we have, this year, taken unto ourselves that old adage, "If a thing is worth doing, it is worth doing well," and we have stressed efficiency methods.

At the conference of club presidents at our convention last autumn, we made several definite recommendations for introducing better business methods into local club work, for tightening up and oiling the machinery, that the service might be increased and made more valuable.

We have tried in our State Board to do careful planning, and to be prompt and systematic in all that we do.



Removes causes of tooth decay

"Wash," Don't Scour Teeth

Colgate's Ribbon Dental Cream preserves the thin enamel of the teeth. It is free from grit and contains no other harsh ingredients. Colgate's "washes" teeth thoroughly without scratching or scouring them.

Another great advantage of Colgate's is the help it gives parents in starting the children on clean teeth habits. Its taste is so pleasant that little folks use it willingly and regularly.

Large tube 25c at your favorite store.

Colgate & Co.

Established 1806



Colgate's Ribbon Dental Cream is recommended by more Dentists than any other dentifrice.

Our organization plan carries six departments—the first, "Extension and Membership," is directed by our first vice-president, Mrs. Albert W. Weaver. The district chairman of the thirteen districts into which we have divided our state, are her assistants in the field, each responsible in her own territory for the promotion of the work. Personal interest is the keynote of "Extension." We do not depend largely on literature, but try to introduce at once the personal touch, with actual help in organization when necessary. Feeling the importance of rallying the parenthood of rural districts to the school, we are stressing rural extension in many ways, and doing intensive work in one county, where our district chairman humorously says the work would go faster if it were not that the "schools are closed in summer and the roads in winter!"

On Labor Day, which we think the logical time, the membership message goes forward to our clubs, with our own state membership cards (which we consider an asset), our membership blank, and Mrs. Varney's leaflet, thus tying the piece of work up to the National. We beg our clubs to make "Membership" a matter of business, the enrollment of names and the collection of dues accomplished within a week after the school itself is organized—usually the last week in September. We assure them that, done in this way, with the Parent-Teacher spirit, friendliness and good-will, their club will be strengthened, not only in members, but in the morale established. This releases the Membership Committee to other work, gives the personnel of the club at the beginning of the year, and gives impetus to all the other committees to measure up to this initial piece of work.

The department of "Education and Legislation" is in charge of our third vice-president, Mrs. P. B. Herrick, long trained in Parent-Teacher work, and a good business woman. Mrs. Herrick carries the legislative work herself, studying pending legislation and going to the State Capitol for special hearings. Since there are always many points of view on any proposed law-making, and since so much legislation is partisan, we do not think it wise to make definite recommendations to clubs of such varied types of membership as ours, and our policy is for the most part, simply to present bills of special import to us, urge the study of them and endeavor to spur individual consciousness to individual interest and action.

Under this department comes "Recreation," which we are featuring this year. We staged, the first night of our convention last October, a recreation evening to serve as a happy introduction of delegates and to establish a mutuality upon which the program of the week might move forward most successfully. The recreation evening was put on for us by the Playground and Recreation Association of America, with Miss Georgia Sprague giving an inspirational address and Miss Sophie Fishback handling some three hundred people in games and activities in a way that would have made a traffic policeman open his eyes in wonder to see so large a crowd handled, so easily and so smilingly. We are more than fortunate in our State Chairman of "Recreation," Mrs. Lucia Knowles, of Syracuse, a woman who knows the Parent-Teacher Association through and through, its limitations and its big possibili-

ties—she is a trained recreationist, with enthusiasm, plus sound common sense. Her articles in the *Bulletin*, her personal correspondence service and her field work are all deeply appreciated by our clubs. This year, in order to spread the constructive recreation thought, we offered two prizes of ten dollars each, one for the best essay on "The Educational Value of Recreation," by a high school student, and "Why We Need Playgrounds," by a grammar school student. The contest has just been decided.

We have also sent forward a message and a "Questionnaire" from our chairman of "Moving Pictures," which ought to stimulate our clubs to a sense of their responsibility in this matter.

This spring we are putting emphasis on the value of *Nature Study* as a splendid mutual interest for parents and children during the summer months, and suggesting the forming of Nature Study Clubs for boys and girls as a piece of summer vacation work for our Parent-Teacher Associations.

Spring Conferences, under the direction of our fourth vice-president, Mrs. Stephen M. Ryder, are becoming a very special feature in our work. We hold one in each of our thirteen districts during May, in charge of the district chairman. Since the number of our clubs prevents us from hearing the reports of clubs at our annual convention, time permitting only a summary of the work by the district chairman, we are trying to make the Spring Conferences truly a day of "Self-Expression" in Parent-Teacher Association work. When a club has problems and perplexities, naturally a president wants advice and sympathetic understanding, and when it has splendid achievement to its credit, the joy of the president should find expression and meet the approval and enthusiasm of her co-workers. We emphasize the importance of making this a day of conference, rather than a day of formal program. The Spring Conference is very largely attended in all districts by teachers as well as parents. In one district this year, where they expect an attendance of five hundred, their slogan is, "Come out of the kitchen and return rejoicing."

Under this department we are developing "Parent-Teacher Association Service at Fairs," giving out literature on behalf of "Extension," and establishing service stations for mothers and children.

We always make much of "Child Welfare Day" in our state, and sent out, January 1, a message to our clubs on its observance. It is the big "party day" of the year, resultful in the good feeling that emanates from a happy social time together and in the free-will offering for the extension of the work in state and nation. It holds an added interest for us, since it is the chairmanship in the National of Mrs. Mears, our beloved honorary president. In view of the ever-changing personnel of our groups and the ever-changing leadership, we are anxious to make "Education in Parent-Teacher Association" and the study of the history of our organization a more important consideration in our associations.

We expect to use our "Endowment Fund" as a "Student Loan Fund," but because of a legal question that has arisen, we have not been able to administer it this year.

Check your child's weight against this chart

Height and age both influence weight. Find out—in this chart—whether your child is up to normal weight. If not, begin Eagle Brand feedings at once.

Height and Weight Tables											
BOYS						GIRLS					
Height Inches	Average Weight for Height (Lbs.)					Height Inches	Average Weight for Height (Lbs.)				
	5 Years	7 Years	8 Years	9 Years	10 Years	11 Years		5 Years	7 Years	8 Years	9 Years
38	34	34	34				38	33	33	33	
39	35	35	35				39	34	34	34	
40	36	36	36				40	36	36	36	
41	38	38	38	38			41	37	37	37	
42	39	39	39	39	39		42	39	39	39	
43	41	41	41	41	41		43	41	41	41	41
44	44	44	44	44			44	42	42	42	
45	46	46	46	46	46		45	45	45	45	45
46	48	48	48	48			46	47	47	47	
47	50	49	50	50	50	50	47	50	49	50	50
48	52	53	53	53	53		48	52	52	52	52
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54	71		70	70	70		54	71		69	70
55	74		72	72	73		55	75		72	74
56	78		75	76	77		56	79		76	78
57	82		79	80	81		57	84		80	82
58	85		83	84	84		58	89			84
59	89		87	88	89		59	95			87
60	94		91	92	90		60	101			91
61	99						95	108			99
62	104						100	114			104
63	111						105	118			

Tables prepared by Bird T. Baldwin, Ph.D., and Thomas D. Wood, M.D., and published through the courtesy of American Child Health Association.

If he is underweight— he needs this corrective food



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We realize that as the National Board must consider the work in terms of the states, so our State Board must consider the work in terms of the local clubs. We know that the local clubs cannot do all lines of work, cannot carry committees for all the important interests that come to us, so our most earnest plea is that they shall make a survey before the year's work begins, have conference with their educators, and choose wisely the work it is their function to do, and then bring it to fulfillment with material and spiritual values for the child life of the community.

The local club is the really important factor in our work; it is the *unit of service*. One of the responsibilities of our State Board is to protect our clubs that they may do their own piece of work well. There is not only the danger that the clubs may be subjected to political and commercial exploitation, but that they may be commercialized themselves. We find that since our groups have the reputation of being able to bring things to pass, there is a reaching out by other perfectly honorable organizations to use our clubs to promote their special interests. We feel that our own work is so big, so fundamental, that we should conserve all our strength for the performance of our own great task.

Only as we can strengthen the local club as the unit of service, correlate and extend the work, can we find justification as a State Board. Our purpose is to give to our clubs all the practical help possible, enthusiasm and a constant renewal of faith.

MRS. FREDERICK M. HOSMER, President.

NORTH CAROLINA

North Carolina is growing! We have this year in round numbers 10,000 members, instead of the 6,000 we reported last year.

In the summer of 1923, North Carolina for the first time was able to support a full-time field secretary in the Parent-Teacher work. Offers of help were made by both the State University at Chapel Hill, through Mr. Harold D. Meyer, and the North Carolina College for Women. The offer of the latter to pay the entire salary of the secretary was accepted with the understanding that the Parent-Teacher Association pay the expenses, which amount to \$100 a month.

The state has since been divided into six districts with a district vice-president elected at the convention to take charge of each. The districts coincide with those of the North Carolina Educational Association. The vice-presidents are supposed to repeat the program of organization in the districts, which the state adopts, down to the last small county. The field secretary, Miss Catherine Albertson, then fills in wherever she is most needed. She has been most industrious in her travels and visits, and has met with unlooked-for success. Nearly a thousand letters have gone out from her headquarters at the North Carolina College for Women since she began work in September. She has traveled 4,250 miles by rail and delivered 125 addresses on Parent-Teacher Association work. We are growing!

The Child Welfare work has had the best year in its history, and has waged a very vigorous campaign for the four objectives endorsed by our Board of Managers, namely:

1. Every child of compulsory school age (7-14 years inclusive) in school every school day.
2. Every school child in health and vigor.
3. Supervised playgrounds within the reach of every school child the year round.
4. Endorsement of the proposed Child Labor Amendment to the Federal Constitution.

Child Welfare Day celebrations and offerings are taken care of in this department in the state. Our outstanding contribution this year is Mrs. L. C. Oldham's pageant, "Our National Strength," which beautifully and simply portrays both the history and welfare aims of the National Congress of Mothers and Parent-Teacher Associations. It was presented in many places in our state this year, and was always greeted with large and appreciative audiences. Our birthday gift to the National Child Welfare Day is \$151.84.

We are growing!

With the idea of encouraging a wholesome attitude toward play on the part of parents, the state has purchased Mr. Harold D. Meyer's beautiful playlet, "The Spirit of Play." Whenever an Association puts it on, it must pay the royalty of \$5 into the state treasury, and this we hope in time will become a real source of revenue.

At the convention in November, 1923, the new president took up her duties. The city of Asheville, where she lives, furnished her with an office, equipment, and the services of a private secretary. This has made it possible to take care of the state work with greater efficiency, to send out quantities of letters, mimeographed and typed, and to free the president for other duties. An endowment fund has been started, and a good many life memberships have been taken out and paid for.

We are indebted to Mr. Meyer for many things besides his play and his handbook, the fame of which has gone abroad.

We are indebted to Dr. J. I. Foust, of the North Carolina College for Women, who has made possible the services of our field secretary, and to Mr. W. H. Livers, director of the Extension Division, who has taken a most active and telling interest in our Parent-Teacher Association work during this his first year at the North Carolina College for Women.

He has had charge of the publishing of the *Monthly Bulletin*, and has made it a distinct success. Since September it has increased its mailing list from 800 to 1800 names, and is full of interest. His plans promise even a brighter future for the publication. The entire cost is paid by the college.

With nearly 200 Associations, a live vice-president in each of our six districts, an active field secretary and a devoted Board of Managers, besides the invaluable aid of the State University and the North Carolina College for Women, North Carolina is growing!

MRS. CURTIS BYNUM, President.

NORTH DAKOTA

The Parent-Teacher movement in North Dakota is young—four years old. At the present time there are only a few more than 200 local associations, but the number is increasing very rapidly. The sparsely settled condition of the state, west of the Red River Valley, together with the long dis-

tances, makes it difficult to render assistance promptly in the organizing of local units. If it were not that our state secretary, Mr. Yoder, is also head of the Extension Department of the State University, our situation would be still more difficult. He has been the pioneer in the work in North Dakota.

The chief work for our State Association for the coming year must be to sell the Parent-Teacher Association plan to the state. I am setting a goal of 1,000 clubs in North Dakota by the date of the next National meeting. This can be reached if we can sell the Parent-Teacher Association idea to the school people of the state. Partly for this reason we have been holding our state meetings at the time and place of the State Education Association meetings. We hope to organize the rural districts and the small towns through the co-operation of the county superintendents of schools, a number of whom have already expressed a desire to work with us. The schools in the larger towns and cities seem to be the hardest to get interested. Perhaps the multitude of extra-curricular and community undertakings which are thrust upon them nowadays make them justly reluctant to assume additional responsibilities until they are sure of their ground. The problem resolves itself into a question of salesmanship. The school people are all right, and will give us their hearty support when we shall have convinced them that the Parent-Teacher Association is a genuine and powerful ally, and not a meddlesome critic. This, we know, we can do.

Fargo is the outstanding city in the state in its organization of the work, having an association in every elementary school district, two parochial school associations, a high school association, a Pre-School Circle, and a Council, all the associations being affiliated, except one. Among the smaller towns, Glen Ullin is undertaking an excellent piece of work in organizing the rural districts and other communities about it, and in assuming a general supervision over them until they are able to stand alone.

Our state work is now divided into four districts. Because of the long distances to be traveled and the limited funds at our command, I am hoping that at our next state meeting we may re-district into eight divisions. In addition to improved accessibility, we shall then have a larger number of active workers and a more intimate relationship within the districts.

The greatest work which the North Dakota Parent-Teacher Association has, in the immediate future, is to co-operate with the schools in meeting the radical tax reduction program. A gradual reduction of taxes must come within reasonable limits. But it should be a sane program, carefully worked out, and thought through to the end before it is put into operation. Sweeping reductions are dangerous, and nowhere more than to the schools. Our schools are in danger just now, unless we give to their welfare the best of our thought and our time and our practical support. It is safe to assume that the great majority of the people want their children to get a good education. They would be deeply dissatisfied with anything less. But the average person does not have a sufficiently intimate knowledge of the modern school and its organization to realize the

dangers of radical reductions, before it is too late. We, of the Parent-Teacher Associations, know the schools—or should know them. It is our duty and our privilege to be their publicity representatives to the community and the state. In my judgment, this will be our greatest responsibility for the next year—at least, in my own state.

MRS. JOHN G. MOORE, President.

OREGON

Since the last report of Oregon to the National Association, three additional counties have organized councils, making a total of nine out of the thirty-six counties of the state thus systematized.

State headquarters are provided in Multnomah County courthouse, where we have the use of three large, comfortable rooms. It is from this place that all literature is sent out, the number of pieces distributed during the year being estimated at not less than 30,000.

In response to many requests for information concerning Parent-Teacher work, a one week course will be given during the summer term of the University of Oregon, conducted by Miss Frances S. Hays, National Field Secretary, assisted by leaders in Parent-Teacher work and representatives of allied organizations. The date set is for July 14-18.

Each year a booth is maintained at the State Fair at our capital city, financed by the Fair Association. The booth has three sections: A nursery, where mothers may rest and care for their babies; a kindergarten, where young children are cared for while parents visit the Fair; an information bureau, where questions regarding Parent-Teacher work are answered and literature distributed. An exhibition of suitable books for both children and parents supplied by the state librarian is of value to both. At three o'clock each afternoon an informal conference on Child Welfare topics is held, led by experts in their lines. We have charge of the entire program on one day, including topics covering the physical, mental, moral and spiritual training of the child, at which time addresses are made by well qualified people. Educational films are also shown.

We have been invited to assume for one day the responsibility of the program of the Willamette Valley Chautauqua Assembly, now the fourth largest of these forms of educational amusement in the United States. This will be accepted, and Parent-Teacher headquarters will be established and maintained during the session with daily demonstration of our activities.

The department of the Parents' Educational Bureau was organized to be a general clearing house of information for parents on better babies, eugenics, sex hygiene, food for infants and the training of children. It was established in 1913, with the idea of maintaining a permanent place for the knowledge and education of parents, about 6,000 visiting the room annually, many being young wives and expectant mothers needing comfort as well as information. Eugenic tests are held twice a week, which are really tests and not contests, no prizes being given. The object is purely educational, to show the mother, not where her baby is perfect, but where it may need care for proper development. Physicians and nurses

donate their services. On May 1 the records show that 20,400 children have been registered for tests, the ages being from six months to seven years. The sole expense to the parents is a registration fee of twenty-five cents, which is used for desk supplies. The only paid worker is the executive secretary, whose salary is furnished by the community chest.

Pre-school work is going forward slowly but earnestly. It is one of the state departments with its own individual chairman. Every circle is asked to have a chairman who calls together as many groups as possible, each member, not already a member of a Parent-Teacher Association circle, becoming so by the payment of her per capita tax of twenty cents as state dues. The pamphlet entitled, "Footsteps to Conscious Motherhood," to be found in the Oregon exhibit, is a contribution of the state chairman.

One of Oregon's delegates to the 1923 National Convention at Louisville, Kentucky, in her report in May, stressed the Student Loan Fund. The suggestion fused at once, and the following day \$25 was contributed to establish the fund in one city council. The steady growth of the fund made it possible for the committee to begin to administer it in February of this year. Other cities and towns and counties are establishing or planning to introduce similar loan funds. While each community raises and administers its own fund, our state chairman advises, and in every possible way gives assistance.

On February 14, the executive department of the state issued a public letter through the newspapers, calling upon the people of Oregon to observe February 17 as Child Welfare Day. "It is my desire," said Governor Pierce, "that special attention be paid the welfare of our children in the state on February 17, known as Child Welfare Day. The children of today are the mothers and fathers of tomorrow, and their welfare means the future welfare of the Commonwealth." Special mention was also made of the subject in the *Oregonian* radio sermon on the evening of February 17.

The work of the Legislative Committee started in a conference with the State Superintendent of Public Instruction, two members of the legislature, the state Parent-Teacher president, a National vice-president, president of Portland City Council and the principal of one of our large grade schools, all of whom were interested in the special purpose of providing better school facilities. Under the initiative law of Oregon, this committee will place upon the ballot in November a bill to be enacted by the people, removing property qualifications for voting on expenditures of public money for school purposes. The committee has also prepared and will introduce and sponsor in the next state legislature a bill providing for state-owned textbooks to be loaned to pupils; also a bill widening the scope of our present kindergarten law, that more schools of this grade be established. A kindergarten bill has been drawn by the attorney-general, and a very vigorous campaign is being carried on to acquaint the people of the state with the value of this form of education. Copies of the bill with "talking points" have been distributed over the state. County, city and local chairmen have been appointed to carry on the work. Publicity is

given through clubs, newspapers, radio, films, kindergarten programs and exhibits. All candidates for the legislature are being "interviewed" as to their standing on this and other educational measures.

We have in Oregon a law concerning crippled children which provides for their education, between the ages of six and eighteen, through instruction by visiting teachers from the faculties of the public schools. The state Parent-Teacher Association assists in locating these children and in seeing that they receive the benefits of this law.

Realizing that one of the gravest menaces of the day is the growing disregard for law and order, we passed at our last state convention a resolution pledging our support to a movement which has for its object moral education in the school curriculum.

The work of our Juvenile Protection Committee has the endorsement and commendation of our law-making and law-enforcing bodies. Twenty chairmen under our state leader conduct the work through the state. A bulletin is issued monthly and sent to every circle. The public is informed of the work through newspapers, films and radio talks, and in some of our leading cities the mayors issued proclamations declaring the month of April our Juvenile Protection month, a time for the special study of the protection of our young people.

Our Better Films Committee has carried on an active educational campaign to promote better pictures. Its work is constructive and positive in its method of operation. We work to establish Saturday matinees for children and evening programs for the family, using endorsed pictures. Lists are published monthly in our state magazine and weekly in local papers; also in school, church and club bulletins. This committee at various times in the year co-operated with the departments of Juvenile Protection, Extension Department of the University of Oregon, Child Welfare Commission, and Social Hygiene Society of Oregon, in the placing of programs of an educational nature. In November an educational campaign was carried on throughout the state to arouse parents to their responsibility in supervising the motion picture recreation of children. The committee had a splendid representation on the program of the annual convention of the State Teachers. As a result of work done at this time, a resolution was passed making visual education one of the standing departments. Our slogan is endorsement, not censorship; co-operation, not antagonism.

The Country Life Committee, co-operating with members of city park boards and a landscape artist employed by Portland schools, has devised a plan for improving and beautifying rural and suburban schools, utilizing only the wild plant life that grows so luxuriantly and abundantly in Oregon, with the hope that the resultant interest aroused in nature study may lead to this important branch being made a part of the curriculum of the state course of study. We believe nature work of all kinds should begin in early childhood as an aid towards the normal, healthy development of our boys and girls. "The room in our house our children like best is the out-of-doors."

As a direct result of activities of the recreation department many new playgrounds for chil-

dren have been established and equipped in our community centers, gymnasiums are being added to our union high schools, and are being used as recreational centers. Under this committee we have a sub-committee working in co-operation with representatives of other child welfare groups in a strenuous effort to eliminate from our newsstands certain objectionable publications, with the ultimate aim of creating public opinion strong enough to secure enforcement of our present state law.

Our Recreation and Social Standards Committee is headed by the dean of women of our agricultural college. Through questionnaires, letters and numerous lecture tours she has been enabled to reach and guide rightly a great number of young people and parents.

We believe with General Grant that good citizenship consists largely in wisely choosing leaders, and our heads of departments are the pride of the state president of Oregon.

MRS. GEORGE J. PERKINS.

RHODE ISLAND

The Rhode Island Congress of Parent-Teacher Associations reports a happy, busy and profitable year.

One new council and twelve new clubs have been organized and added to our ranks, making a total of five councils and one hundred and twelve associations. Arrangements have been made

for the organization of six more associations during the month of May.

Letters were written to all superintendents of schools in Rhode Island, asking for a list of the schools under their supervision, together with the names and addresses of the principals. The prompt response with the hearty endorsements of the Parent-Teacher Association work in Rhode Island from these superintendents is worthy of mention.

As a result of visits made to the different schools, talking over with the principals and teachers the Parent-Teacher Association movement, there is the promise of a large increase in the membership of the Rhode Island Parent-Teacher Association. In the associations already existing, many boast of 100 per cent membership of teachers, and more fathers than ever before are members. Never has Rhode Island been so strong in public opinion for the Parent-Teacher Associations as they are today. Our leading newspapers give us much publicity, and during the past winter ran a series of articles on "The Parent-Teacher Associations in the State."

Our Chamber of Commerce co-operates in every way, and has offered its unfailing services to our Congress in the entertainment of the National body should the National Congress of Parents and Teachers care to accept any invitation from "Little Rhody."

The State *Bulletin*, inaugurated this year, has been issued three times—in October, January and



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April. Five hundred copies of each number have been published.

Under the Education Department, the programs have been very carefully planned, endeavoring always to make them constructive. Our subject for the year has been the "Child," starting the study with the baby and continuing on to the child of adolescent age.

The committees on Social Hygiene, Home Economics and Kindergarten Extension have made notable progress. As legislative measures Rhode Island Parent-Teacher Associations voted to recommend that favorable action be taken on:

1. The Federal Child Labor Amendment.
2. The entrance of the United States into the Permanent Court of International Justice.
3. A state law prohibiting discrimination between men and women teachers in the matter of salary.
4. State acceptance of the provisions of the Federal Maternity and Infancy Act, the Sheppard-Towner Act.

And that our protest be reaffirmed against:

1. All retrogressive legislation on the subject of prohibition amendment.
2. All retrogressive legislation on the subject of education.

Copies of the resolutions adopted by the Rhode Island Congress as a result of these recommendations were forwarded to the President of the United States, our representatives in the United States Senate, and the members of the United States Senate Judiciary Committee and the General Assembly of Rhode Island respectively.

To carry on the Child Welfare work of our state organization an alphabet bazaar was held last fall, netting over \$1,800.

There are now under the supervision of the Rhode Island Congress Child Welfare Department eleven Well Baby Clinics. From April, 1923, to April, 1924, there were 5,090 visits.

Our donations to the Providence Branch of the Needlework Guild of America consisted not only of money, but also of 158 articles of clothing.

The annual Tag Day for District Nursing Association was last year, as in the past, greatly aided by our Social Service Department.

Eight fully equipped dental clinics and three well-furnished playgrounds, costing thousands of dollars, are special features of the work accomplished by our member clubs.

The Rhode Island Parent-Teacher Association can never be great in numbers as her sisters, but although such a small state, she is truly large in spirit of love and enthusiasm for this great child welfare work!

MRS. HARRY A. JACER, President.

SOUTH CAROLINA

It was by sending delegates to the National Convention that a small group of mothers at the Mitchell School, Charleston, became enthused to the point of forming a state branch for the Palmetto State, a branch which has grown from 16 groups of some 900 members to 40 groups of some 1,800 members the *past year*.

The general Parent-Teacher Association situation in South Carolina has been influenced by two factors: The geography of the state and the presence of the School Improvement Association

in the rural districts under the direct supervision of the State Superintendent of Education and his associates. The State Branch was formed in Charleston. Five of its highest officers are there. Between Charleston and the rest of the state lie great, almost uninhabited, swamp areas, thus making a long railroad journey necessary to come into personal contact with the thickly populated parts of the state. This has made it increasingly difficult to get acquainted with the representative women all over the state, whom we need for departmental chairmen. Letters, we find, are poor substitutes for the personal talk and word-of-mouth information.

South Carolina, being an agricultural state, has few large cities, and into one of these we cannot enter because the local superintendent of schools is keenly opposed to the Parent-Teacher Association idea. One is cold and one is an undeveloped field. Charleston has six flourishing associations doing all kinds of child welfare work, and supplying generously what the school board will not furnish in the way of playground equipment, lunch rooms, libraries, victrolas, teachers' rest rooms, pictures, clocks, and many incidentals. However, it is in the smaller towns and cities that we find the greatest amount done per capita. For instance, the town of Beaufort, with population of 2,831, boasts of the following achievements: Opened lunch room, cleaned school building with paint and calcimine, bought books, conducted A & T clinic, also eye clinic, had art exhibit, bought pictures for lunch and class rooms, entertained graduating class at a party each year, built umbrella stand, kept up playground equipment, purchased encyclopedia, and subscribed to CHILD-WELFARE MAGAZINE for town library. Beaufort Parent-Teacher Association has no dues—each teacher pays one dollar a year, and each parent, at the beginning of the year, signs a pledge for whatever she wishes to give. Allendale, with a population of 1,893, has a noteworthy record: Put on A & T clinic for children of the county, gave \$300 towards salary of an extra teacher, gave \$25 for storm door, put in paper towel-racks and waste-paper baskets, had Jolly Jester, and put on Health Crusade. The president of this Parent-Teacher Association was elected to the School Board, the first time a woman had ever served in that capacity. It is now our task to show all these associations, some of which have been doing highly successful work alone for many years, that they should be part of the great National body. Mrs. Carberry's visit to all seven districts and to twenty-four towns in these districts, was a tremendous help toward the National viewpoint, toward publicity via the newspapers, and toward the much-needed personal contact. Our first state convention, held seven months after our organization, was a splendid success, due in a great measure to Mrs. Reeve's presence and help.

This June, through the co-operation of the National Congress and the president of our own Winthrop College, a National field secretary will give a course in Parent-Teacher Association work at the College. This, we feel, is a most progressive step for such a new state body.

We have now under preparation a questionnaire to be sent to all local groups, and next year we will be able to give definite statistics as to our work. However, the following list includes all

phases of work now going on in South Carolina: Conducting lunch rooms; beautification of school buildings and grounds; sponsoring art exhibits; dental clinics, A & T clinics, medical examinations in schools; providing books, clocks, pictures, playground equipment, libraries, stage settings, visual instruction outfits, magazines for teachers, victrolas, medicine chests, milk during the summer for under-nourished children, glasses, clothes, shoes, and groceries in needy families so that the children may attend school; holding Christmas tree celebrations, distributing baskets to needy families; having "Daddies' Night", furnishing attractive teachers' rest rooms; establishing a Memorial Scholarship; furnishing athletic supplies and conducting meets; providing programs on all subjects pertaining to the child; giving receptions to teachers; improving sanitary conditions of schools; co-operating with State Board of Health in working up baby conferences, and in the use of their Health truck; giving prize of year's subscription to CHILD-WELFARE MAGAZINE for attendance at monthly meetings; rewarding the class having largest number of mothers attending meeting with banner for month, picture that is to be given at end of year to the one having highest year's record, and treating them to lunch the next day.

MRS. GEORGE R. LUNZ, President.

TEXAS

As we come to the close of another year and pause to take stock of our big business enterprise, we feel gratified with the showing made by the Texas Branch.

ORGANIZATION AND EFFICIENCY

During the year we have presented to the National 305 new clubs, and more than 8,000 members, showing a 33 1-3 per cent increase, both in the number of clubs and in membership. Approximately \$300,000 has been raised and expended by the local associations, but we feel that the amount of money raised and expended is simply an index to greater achievements along other lines.

This year we have tried to emphasize, among other things, the need of an educated membership. We have urged that the members study our organization; its aims and purposes and its great underlying principles; we have also stressed the importance of such programs as would give practical help for improving the profession of parenthood.

The response to these suggestions has been shown by the requests for program material.

As a further means of educating our membership and developing leadership, we have inaugurated the Parent-Teacher Association Institute, or Workers' Council, which is proving very successful. And then, too, plans have been perfected for conducting a week's Parent-Teacher Association course at the State University and the seven Teachers' Colleges during the summer term for the purpose of presenting the work to the teachers as well as to those parents who may wish to attend the courses. We feel that this is a most significant movement, since it not only gives us an opportunity to acquaint the teachers with the real functions of a Parent-Teacher Association, but also emphasizes the fact that we have the full endorse-

ment and co-operation of the leading educators of the state.

The Publicity Department has made splendid progress during the past year. Both the quantity and the quality, which is far more important, have improved materially. Many Parent-Teacher Associations have a regular column in their local paper and contribute articles on aims, purposes, and definite movements undertaken by national, state and local clubs. These, in most cases, are well written.

EDUCATION

The committees in the Department of Education, whose director is a member of the A. & M. College Extension service, are all functioning. Much interest is being manifested in Humane Education, and the Chairman has outlined a simple and practical program for that work.

Texas has been slow to establish free kindergartens, although we have had a kindergarten law for a number of years.

The trouble lies in the lack of funds and our problem now is to find a source of revenue whereby sufficient funds may be raised to provide for this important unit in our educational system.

The Student Loan Fund is meeting with a hearty response. More than \$10,000 has been raised in the past two years for this purpose. This work is handled entirely by the local clubs, and the funds are used for the most part to assist boys and girls through high school, although a number of organizations are assisting college students.

A member of the State Department of Education is chairman of School Education and is doing much to acquaint our people with the need of certain legislative measures for the improvement of our educational system. She is also urging the support of the National Education Bill. Our organization is co-operating with the Educational Survey that is now being made in Texas.

HEALTH

Probably the most definite work being done by the Parent-Teacher Associations in Texas is along the lines of health. In this we have the co-operation of the State Board of Health, the nutrition workers of the State University, the Red Cross nurses, the home demonstration agents, and the Children's Secretary of the Texas Public Health Association, and the State Department of Education.

The Secretary of the Bureau of Child Hygiene is Director of the Department of Health, and, with the assistance of her committee, has planned a definite program for each division.

The score card provided by Dr. Crampton has been sent to every Parent-Teacher Association, with the request that it be used, and the chairman of Physical Education is working to create sentiment to effect legislation for a state director of physical education and a supervisor of physical education in each school, supervised recreation to be included in this. Most of our city schools are fortunate enough to include physical education in their curricula but in our rural schools this phase of education is sadly lacking.

Much attention is being given to racial health. The mothers are becoming more and more interested in this subject and are asking for help. Dr. Parker's leaflet has been widely distributed, as

well as other pamphlets from the American Social Hygiene Association. And this subject is included in our state, district, and county programs.

HOME SERVICE

The Chairman of Home Economics, who is the head of the Home Economics Department of the College of Industrial Arts, is stressing the introduction of home economics in rural schools, the development of home project work, and simple standards of dress for school girls. This program is meeting with a hearty response.

Some very constructive work is being done in the Department of Children's Music. The chairman has selected a set of records which make a well-balanced concert program. With this goes a lecture which gives some information concerning each number. This program is sent to those who desire to use it free of charge, and the chairman reports that it is always "on the go." Besides this the department is fostering the Music Memory Contests and last year the local organizations spent several thousand dollars for records.

Much interest is being taken in the Pre-School Circles, a number having been organized within the last year.

Means of providing wholesome recreation and amusement for not only the young people, but the fathers and mothers as well, is receiving much consideration. A recent investigation shows that almost every Parent-Teacher Association in the state is devoting much time and effort to this important phase of the work. The majority of the associations are planning to meet regularly during the summer months and give special attention to community play and entertainment.

Directors of county and community fairs have been petitioned to eliminate carnivals, and gambling devices and introduce, instead, plays, pageants, etc. A committee is now working on an outline for a historical pageant that may be adopted by the different counties.

Our State Board is fortunate enough to have under its direction a recreation specialist from the Extension Division of the State University. During the year she has visited many communities and under the auspices of the Parent-Teacher Associations inaugurated simple, wholesome play programs, which even untrained teachers or parents can carry out. This Play Lady, as we like to call her, has attended the district conferences this spring and given practical demonstrations of her work. Everywhere she has met with a hearty response. In most instances, one evening has been devoted to this recreational program.

PUBLIC WELFARE

Our Better Films work has been done mostly in co-operation with the State University. Their lists have been sent to all Parent-Teacher Associations, and, as a result, many communities have been enabled to furnish the children wholesome pictures, both educational and entertaining, at a very small cost. The national lists have been published in the Bulletin from time to time, and the questionnaire prepared by the National Chairman has been distributed at the district meetings. Most of the city councils have a reviewing committee, which gives some protection to the children in their communities.

In our legislative work we have adhered closely

to the National program, emphasizing especially the Child Labor Amendment. Much effective work has been done with our Congressmen, some of whom are supporting our entire program.

The Country Life Committee has functioned in a very practical way. Upon invitation of the state organization, the National Child Labor Committee came into Texas and made a survey of child labor on the farm.

Agents of this organization visited 1,000 rural families, located in ten communities. These communities were so selected as to give a view of typical rural conditions in Texas. A ten-page schedule was used and the information obtained directly from the family itself. The field work has been finished, the data tabulated and the report is now being written.

We are urging that each Parent-Teacher Association make a study of this report during the coming year and thus be prepared to work intelligently to better the conditions of our rural children.

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WYOMING

In September, 1923, the National Field Secretary, Mrs. Carberry, came to Wyoming for the purpose of organizing the local associations over this state into a state body. This work was completed October 16, when a meeting was held at Cheyenne, and the Wyoming State Parent-Teacher Association was organized. Mrs. J. F. Hill, of Portland, a National Vice-President, was present at the meeting.

Our efforts have been directed mostly towards getting a group of earnest workers on the committees, and also trying to secure information as to how many associations were not already in the state and National Association that would be interested in affiliation. We have also tried to interest schools that had no association in organizing one.

Travel conditions are not of the best in Wyoming as we have a large state and few railroads with very poor connections. Then for the first time in the history of the state the snow has been so heavy this year that traveling with a car has been out of the question.

We have had, therefore, to do all our work by correspondence, which is slow and sometimes discouraging.

We had a meeting of the State Board in January, with five officers present. That is the only one we have been able to have.

We are new in the work and there are few of us scattered over a considerable space, but we know we can *do things* when we get started.

Wyoming has 2.5 people to the square unit, or about 20,000 population, and our Parent-Teacher Association (a child six months old) boasts of nearly 1,000 members.

We officers of Wyoming will gladly receive any help, ideas or suggestions of any and all of the National officers and committees.

The state convention will be held at Kemmerer in October, at the same time as the State Teachers' Association. We have been granted a place on their program and hope to secure Miss Hays or some other National officer to represent us at that time.

MRS. E. H. RAWSON, President.